



# **A FORMATIVE EVALUATION OF SISTEMA WAIKATO**

**Prepared by Dr. Bridgette Masters-Awatere,  
Juliana Brown, Makarita Tangitu-Joseph  
2015/2016**



**Report photos:** All photos contained within this report have been used with the permission of *whānau* (families) involved in evaluation interviews.

**Front cover photos** (Clockwise starting from top left): Friends enjoying the Sistema Waikato After School Programme; Practicing with a real violin; A child's growing confidence; First time with a real violin; Colouring in homework; Happy times

**Back cover photos** (Clockwise starting from top left): Cardboard violins to practice with; The new violin in its case; A well-used cardboard violin; A name tag with the reward pegs on the side; Guitar at home; Personalized cardboard violins; Music is the topic on this homework sheet.

**How to reference this report:**

Masters-Awatere, B., Brown, J., & Tangitu-Joseph, M. (2016). *A formative evaluation of the Sistema Waikato Programme. A technical report prepared for the Hamilton City Council and Sistema Waikato Steering Group*. Māori and Psychology Research Unit, University of Waikato, Hamilton.

## Acknowledgements

Without the contribution of the different stakeholders, this evaluation would not have been possible. Our research team would like to thank the many different participants involved in the Sistema programme who have been involved in the development of this report.

Firstly, we would like to thank Andy Mannering from the Hamilton City Council for providing us with the funding, and therefore the means, to carry out this evaluation.

We would also like to show our gratitude and appreciation by thanking the children and their *whānau* for giving up some of their time to share their stories with us during the interviews and photo voice discussions. We hope you have enjoyed participating in the music programme.

Our many thanks are extended to the different members from Sistema Waikato and Hamilton Community Centre of Music (HCCM) that contributed to the evaluation by sharing their information and narratives also. We are truly grateful for what you are trying to do for the participants involved.

We extend our thanks to the principal of Nawton Primary School, Rubina Wheeler, for letting us use their facilities to conduct interviews, and observations for the evaluation.

We would also like to thank the Programme Manager of Sistema Aotearoa Ros Giffney for allowing us to visit her and her team in Otara and learn about the conception of Sistema in the New Zealand context.

Finally, we would also like to acknowledge Ann Shaffer and Director of Music Rupert D’Cruze from HCCM for approaching us to conduct an evaluation, and speaking to us about the role HCCM plays within Sistema Waikato.



# Table of Contents

<b>ACKNOWLEDGEMENTS .....</b>	<b>I</b>
<b>TABLE OF CONTENTS.....</b>	<b>III</b>
<b>TABLE OF FIGURES .....</b>	<b>V</b>
<b>EXTENDED SUMMARY.....</b>	<b>VII</b>
AIM OF EVALUATION .....	VII
OBJECTIVES.....	VII
METHODS.....	VII
FINDINGS.....	VIII
<i>Key Musical findings .....</i>	<i>viii</i>
<i>Non-Musical findings: .....</i>	<i>viii</i>
CONCLUSION.....	VIII
RECOMMENDATIONS .....	VIII
<b>INTRODUCTION.....</b>	<b>9</b>
SISTEMA .....	9
THE CURRENT EVALUATION.....	11
<i>Evaluation rationale.....</i>	<i>11</i>
<i>Evaluation aim .....</i>	<i>12</i>
<i>Evaluation objectives .....</i>	<i>12</i>
THE EVALUATION TEAM .....	12
<b>METHODS .....</b>	<b>14</b>
ETHICAL STATEMENT .....	14
INFORMATION COLLECTION .....	14
<i>Observation.....</i>	<i>15</i>
<i>Survey.....</i>	<i>15</i>
<i>Interviews.....</i>	<i>16</i>
<i>Photo-voice .....</i>	<i>16</i>
INFORMATION ANALYSIS .....	17
<i>Preparation .....</i>	<i>17</i>
<i>Thematic areas .....</i>	<i>18</i>
<i>Report development .....</i>	<i>18</i>
EVALUATION LIMITATIONS.....	18
<i>Forward planning for evaluation .....</i>	<i>18</i>
<i>Sharing information with the evaluators .....</i>	<i>19</i>
<i>Embracing the challenge of those who exit .....</i>	<i>19</i>
<b>EVALUATION FINDINGS.....</b>	<b>21</b>
<b>STAKEHOLDER GROUPS.....</b>	<b>21</b>
HAMILTON COMMUNITY CENTRE OF MUSIC.....	21
SISTEMA WAIKATO STAFF AND LEADERSHIP .....	22
CHILDREN AND THEIR FAMILIES.....	22
<i>Survey responses.....</i>	<i>23</i>
<i>Whānau Interviews .....</i>	<i>24</i>



<b>STAKEHOLDER INTERVIEW FEEDBACK .....</b>	<b>28</b>
EXPERIENCES .....	28
<i>Governance</i> .....	28
<i>Delivery</i> .....	29
<i>Engagement</i> .....	30
<i>Non-musical outcomes</i> .....	33
OBSERVATIONS .....	39
<i>Musical outcomes</i> .....	39
<i>Non-musical outcomes</i> .....	43
ASPIRATIONS .....	47
<i>Musical outcomes</i> .....	47
<i>Non-musical outcomes</i> .....	49
<i>Programme aspirations – by Sistema Staff and Leadership</i> .....	52
<b>DISCUSSION AND RECOMMENDATIONS .....</b>	<b>55</b>
WHAT HAVE STAKEHOLDER EXPERIENCES BEEN THUS FAR WITH SISTEMA WAIKATO? .....	55
<i>New instruments</i> .....	55
<i>Music as a family</i> .....	56
<i>Life skills</i> .....	56
WHAT ARE THE BARRIERS TO SISTEMA ACHIEVING THE BEST POSSIBLE OUTCOMES? .....	56
<i>Funding staff non-teaching activities</i> .....	57
<i>Independent entity</i> .....	57
<i>Volunteers</i> .....	57
<i>Evaluation budget</i> .....	58
WHAT NEEDS TO STAY THE SAME OR CHANGE IN SISTEMA? .....	58
<i>Transition</i> .....	58
<i>Culture</i> .....	59
<i>Resourcing whānau</i> .....	59
<i>Steering Group</i> .....	60
<b>REFERENCES .....</b>	<b>61</b>
<b>APPENDICES .....</b>	<b>63</b>

## Table of Figures

Figure 1: Example of reward pegs earned .....	13
Figure 2: Creative decorating on cardboard violins.....	20
Figure 3: Family responses and the school their children attend.....	23
Figure 4: Respondents annual income (per household).....	24
Figure 5: Sharing enjoyment of an instrument .....	30
Figure 6: <i>Whānau</i> survey responses about Sistema .....	31
Figure 7: Practice time becomes a family concert.....	32
Figure 8: <i>Whānau</i> creativity with music.....	33
Figure 9: Siblings colour their violins together .....	33
Figure 10: Playing a music game at Sistema .....	36
Figure 11: Siblings sing together .....	39
Figure 12: Excitement before the holiday programme .....	39
Figure 13: Sistema student holding a "real" violin .....	40
Figure 14: Taimana's cardboard violin at homework desk.....	41
Figure 15: Making friends at Sistema Waikato .....	44
Figure 16: One of the Sistema children with her sibling .....	48
Figure 17: A child's Sistema homework assignment.....	49
Figure 18: Handling a violin bow .....	50





## **Extended Summary**

**Sistema Waikato** launched at Nawton Primary School in July 2015 and involved children from four West Hamilton schools (Rhode St Primary, Nawton Primary, Crawshaw, and Forest Lake). The intention of using music as a tool for positively transforming the lives of participating children, their families and wider communities was at the heart of its inception. Ann Shaffer and Rupert D’Cruze from the Hamilton Community Centre of Music approached Dr. Bridgette Masters-Awatere at the University of Waikato to conduct a formative evaluation of Sistema Waikato just prior to its launch. Under the supervision of Bridgette Masters-Awatere two students Juliana Brown and Makarita Tangitu-Joseph were given the opportunity to be a part of the research team and conduct the qualitative evaluation. The evaluation drew upon multiple methods: Survey, interview, photo voice, focus-group interviews and observations.

### ***Aim of evaluation***

The aim of this evaluation was to collect narrative information from the different stakeholder groups involved in the programme and write a report that documented the early days of Sistema Waikato and the ways it contributes to developing children, their families, and wider communities through the use of music.

### ***Objectives***

In order to achieve the evaluation aim, three objectives were developed to focus the narratives captured within this evaluation. They were:

1. What have stakeholder experiences been thus far with Sistema Waikato?
2. What barriers hinder Sistema Waikato achieving the best possible outcomes?
3. What needs to stay the same or change in Sistema Waikato?

### ***Methods***

The methods chosen focused on gathering narratives from different stakeholders, specifically their Experiences, Aspirations and Observations of the Sistema Waikato Music Programme.

Initial data collection from *whānau* (families) through surveys allowed us to recruit parents, extended family or friends to participate in *whānau* photo-voice interviews. Those survey participants interested in an interview were contacted within one month of completing the survey. Shortly after a semi structured interview was undertaken. One month after the interview (just prior to the September holidays) digital cameras were given to those families who wished to continue their participation. Over a 3 week period *whānau* took pictures of activities that reflected, or were impacted by their engagement with Sistema Waikato. Researchers returned to families to discuss photos. In addition to the *whānau* interviews, focus groups were organised for specified stakeholder groups: Hamilton Community Centre of Music, Sistema leadership and governance (Steering Group, Programme Manager and Co-ordinator), as well as staff (tutors).

## ***Findings***

**Key Musical findings:** Children's interest and love of music has grown. Parents and care-givers were adopting new ways of interacting with their children that built on, or reinforced, the musical interactions of the Sistema programme. The influence of music beyond the children to families was clear.

**Non-Musical findings:** That *whānau* and staff were just as focused on non-musical outcomes as they were on musical outcomes. Our findings showed that the majority of families have noticed an increase in their child's confidence levels.

## ***Conclusion***

Currently, the programme is held in good regard by the families involved, however we recommend future evaluations to ensure the ongoing success of the programme.

## ***Recommendations***

Recommendations for changes to the Sistema programme include; new instruments, music as a family, life skills, funding staff for non-teaching activities, an independent identity, volunteers, evaluation budget, transition, culture, resourcing *whānau*, and recruitment on to the Steering Group.

## Introduction

The following section of the report provides a brief history of Sistema and its relation to the programme designed and delivered in Waikato before outlining the rationale, aim and objectives of the evaluation that was conducted in 2015.

### Sistema

**Sistema Waikato**, is a modified version of **El Sistema**<sup>1</sup>, which began in a Venezuelan parking garage by Dr José Antonio Abreu in 1975. Dr Abreu's vision was to use music education as a platform to change the lives of impoverished children. Dr Abreu believed that;

*...music has to be recognized as an agent of social development, in the highest sense because it transmits the highest values – solidarity, harmony, mutual compassion. And it has the ability to unite an entire community, and to express sublime feelings. (Abreu cited in Tunstall, 2012, p. 273)*

Over its forty year history El Sistema has produced famous graduates with international careers, such as conductor Gustavo Dudamel and violinist Alexis Eustache (Tunstall, 2012), who have managed long, successful careers in orchestral music. El Sistema has achieved an international profile and the music education model has been adapted and applied in many countries around the world, including; the United States of America, Canada, the United Kingdom, Portugal and recently in New Zealand.

El Sistema's use of music as a tool for social change and the development in children, their families, and their communities (Tunstall, 2012) was adapted for the New Zealand context and has been delivered in two regions – Auckland (Trinick & McNaughton, 2013) and Wellington (Ros Gifney, personal communication, August 2015).

In April 2011, the first cohort of the **Sistema Aotearoa** Music Programme based at the Otago Music Art Centre (OMAC) in Otago, Auckland began (McKegg, Wilson, Goodwin, Black, Sauni, Toumu'a, Middleton & Hanna, 2012). Following the El Sistema philosophy model (Tunstall, 2013), Sistema Aotearoa adapted its delivery to suit local community needs.

---

<sup>1</sup> The official name was *Fundación del Estado para el Sistema Nacional de las Orquestas Juveniles e Infantiles de Venezuela*, (FESNOJIV), which is sometimes translated into English as "National Network of Youth and Children's Orchestras of Venezuela".

Two external evaluations of Sistema Aotearoa concluded that: students were offered quality learning in music with enjoyment and engagement in a safe, nurturing environment (Trinick & McNaughton, 2013, p.47) and; that as a high performing programme, it was making a difference in the lives of the children and the families participating in the programme (McKegg et al, 2012, p.18).

Over the past 2 years, staff at the Hamilton Community Centre of Music (HCCM) have been working towards developing an El Sistema programme in the Waikato region (Ann Shaffer, personal communication, June 2015). In 2015, HCCM received funding from Trust Waikato and the WEL Energy Trust to develop a new and unique social support and development programme in low-decile communities (Hamilton Community Centre of Music, 2014).

Following the El Sistema model, **Sistema Waikato** approached communities in identified low-decile areas of West Hamilton to deliver a programme to 5-7 year olds. With an aim to “promote positive change in our community, by using group music-making activities as a vehicle to enhance social well-being within our society” (Hamilton Community Centre of Music, 2014, p.1), Sistema Waikato launched its school-based music education programme in July 2015. The first cohort of 60 children were recruited from four primary schools: Crawshaw, Forest Lake, Nawton, and Rhode Street.

Delivered in the Nawton Primary School Assembly Hall there are no costs to all enrolled participants. Beyond teaching music, Sistema Waikato influences children’s concentration, self-esteem, confidence, teamwork, responsibility, and tolerance. The long and successful history of El Sistema has shown that such influences positively impact social change within student’s *whānau* and wider communities.

The Sistema Waikato plan (no date) highlights a vision to increase student well-being, develop musicality, and strengthen youth leadership and community connectedness. Espoused through the values of: Never give up, Encourage others and, Do your best. Project objectives include:

- Development and delivery of Sistema Waikato Holiday Programme,
- Development and delivery of Sistema Waikato After-School Programme, and
- Integration of Sistema Waikato into school life (Sistema Waikato, no date, p1).

## ***The Current Evaluation***

Ann Shaffer, the administrator for Sistema Waikato and The Hamilton Community Centre of Music, approached Dr. Bridgette Masters-Awatere from the Māori and Psychology Research Unit to request an evaluation. Ann's decision to approach Bridgette was based on a recommendation from Andy Mannering, a member of the Sistema Waikato Steering Group who is also an employee of the Hamilton City Council, who had twice been a client of evaluation's overseen by Bridgette. Ann wanted an evaluation that could provide insight into the observations, experiences and aspirations of different stakeholders involved in Sistema Waikato.

### **Evaluation rationale**

By July 2015, Sistema Waikato had begun the implementation phase of their project plan (Sistema Waikato, no date) and had requested an external evaluation that would provide a picture of how the programme was perceived during early delivery. With that context and directives in mind, a formative evaluation was designed.

Formative evaluation provides evidence that supports decision-making processes and is an important resource for programmes that desire short-term direction and stabilisation during their early stage of delivery (Patton, 1990). The difference that occurs between programme planning and delivery has long been noted in evaluation literature (Patton, 1979; Rezmovic, 1984). Rather than assume a programme would have a domino effect that would provide a systematic series of predictable and accounted processes (McLaughlin, 1987), formative evaluation closely monitors events and can make adjustments, where necessary, to ensure a programmes intended objectives are achievable (Waa, Holibar, & Spinola, 1998), thus ensuring the programme achieves its stated aims and objectives.

While the El Sistema model has a long and international history of delivery, evaluations of various programmes have highlighted the importance of local adaptations (*eg.* McKegg et al, 2012; Scottish Government, 2011) required to ensure the continued success of Sistema. Sistema Waikato is a 'new' programme to the Waikato region, and thus formative evaluation was deemed most suitable for the Sistema Waikato context.

## Evaluation aim

Sistema Waikato was about to launch delivery when the evaluation team was recruited to design an evaluation. When the evaluation team began collecting information from stakeholders, the programme was in its first 3 weeks of delivery. As such, searching for ‘outcome measures’ that would demonstrate a change in people’s lives was unreliable. Instead, this evaluation aimed to collect narrative information from the different stakeholder groups involved. The production of a written report that documented the early days of Sistema Waikato was deemed to be the most helpful resource at this phase of the Sistema Waikato plan. With the report our aim is to document the ways stakeholders perceive that Sistema Waikato contributes to developing children, their families and wider communities through the use of music.

## Evaluation objectives

In order to achieve the evaluation aim, three objectives were developed to focus the narratives captured within this evaluation. They were:

- What have stakeholder experiences been thus far with Sistema Waikato?
- What barriers hinder Sistema Waikato achieving the best possible outcome?
- What needs to stay the same or change in Sistema?

## *The Evaluation team*

With less than a month to plan the evaluation before the launch of Sistema Waikato’s delivery in July, Bridgette recruited two students at the University, Makarita Tangitu-Joseph and Juliana Brown, to assist with the evaluation. Below is an introduction to the team and their roles in the evaluation:

**Bridgette Masters-Awatere** (Te Rarawa, Ngai Te Rangi, Tuwharetoa-ki-kawerau) is a lecturer within the School of Psychology at the University of Waikato and was the supervisor of this project. Her academic position involves training students to conduct evaluations. Prior to this role she has undertaken evaluation research as a self-employed contractor. Bridgette’s PhD examined stakeholder experiences of culturally focused programmes. Within her roles as an academic and practitioner, Bridgette has produced publications and technical reports

covering a wide range of evaluations. Bridgette's role in this evaluation was to provide leadership and direction to the team and to liaise with the client.

**Juliana Brown** is a *Pākehā* (New Zealander of European descent) student who is currently completing her Masters of Applied Psychology, specialising in Community Psychology. As part of her undergraduate study and Master's thesis, she has had experience with qualitative data interviews and analysis. She has lived in different community settings overseas, and has done volunteer work teaching English to refugees, both of which helped her gain experience in working with people from minority groups and different cultural backgrounds. Juliana's roles in the evaluation were to assist with: data collection and analysis (stakeholder interviews) and contribute to the production of the final evaluation report.

**Makarita Tangitu-Joseph** (Ngati Maniapoto, Te Arawa) is a student at the University of Waikato and has just completed a Bachelor of Social Science degree majoring in Psychology and Industrial Relations and Human Resource Management. In 2016, Makarita intends to start her Masters in Applied Psychology specialising in Organisational Psychology. Makarita's roles in this evaluation were to: attend Sistema Waikato events, build a relationship with *whānau* and staff, engage data collection and analysis (stakeholder interviews) and contribute to production of the report.

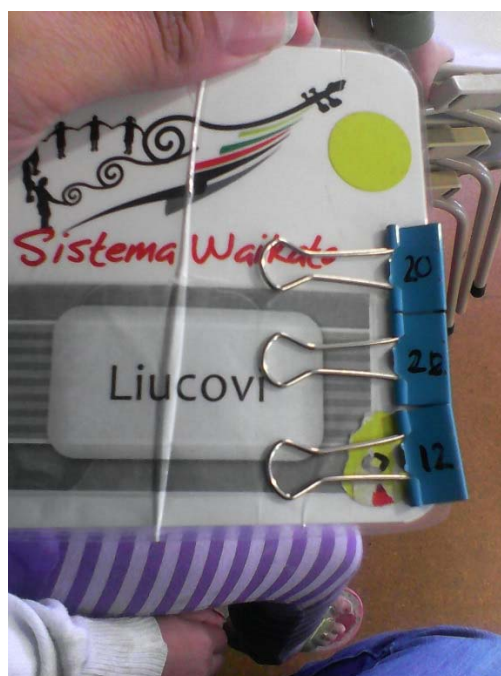


Figure 1: Example of reward pegs earned



## Methods

With the introduction of Sistema to the Waikato region, staff were hopeful that the current evaluation could aid the development of a framework for future monitoring and assessment activities. Original evaluation negotiations suggested quantitative data was going to be collected independently. As such, this evaluation embraced a qualitative approach to complement quantitative data to be provided by each of the four participating schools. The information from this evaluation, in conjunction with the quantitative information will establish a baseline useful for future Sistema Waikato evaluations.

### *Ethical statement*

Due to the nature of this project, involving human participants, a proposal for this evaluation was submitted to the School of Psychology Human Research and Ethics Committee, which is accredited through the University of Waikato Ethics. Prior to submission at the University, copies of the outline and plan were sent to Sistema Waikato and Hamilton City Council for their consideration.

The evaluation team have maintained the position that participant safety is paramount throughout. As such, participant information has been managed with care and respect. All photos used within this report, have been provided by participants and therefore, used with permission (see Appendix 1 for a copy of the consent form). Where family and individual names are referred to within the narratives of the report, **all** participants have been given pseudonyms. In circumstances where the nature of their relationship with Sistema Waikato was important to understand the context of their narrative – such as a Steering Group or staff member – titles have been used instead.

Approval for this project [15:57] was received on Friday 7th August 2015. Data collection began the following Tuesday.

### *Information collection*

Our approach to the evaluation was qualitative in nature; this means that the information gathered was not captured for measurement purposes, but instead analysed for its meaning (Coolican, 2014). Conducting our evaluation in this manner privileged paying particular

attention to the processes and key features (Dahlberg & McCaig, 2010) of Sistema Waikato's stakeholder perceptions during the early stages of delivery. Four methods of data collection were used. These are explained below:

### **Observation**

During the 5 month timeframe of the evaluation, team members attended invitational events to observe. Events such as the programme launch; two concerts, and after school programme days were attended by at least one member of the evaluation team. Team members attended and where possible gave assistance to programme staff.

In addition to observations at scheduled events, an off-site visit to Sistema Aotearoa based in Otago was conducted. It is our understanding that Sistema Aotearoa have provided guidance and advice during the foundational stages of Sistema Waikato. In order to observe how a Sistema programme may look in future years, the team emailed Sistema Aotearoa's Co-ordinator Ros Giffney for an opportunity to visit and talk with her about the programme running in Otago.

### **Survey**

A one-page survey (see Appendix 2) was designed to capture initial reasons *whānau* enrolled their child(ren) with Sistema Waikato and to recruit *whānau* for indepth interviews. The surveys were administered during the first two weeks of the After School programme [11<sup>th</sup> – 25<sup>th</sup> August 2015]. Members of the evaluation team arrived on-site to assist with setup of programme delivery before making themselves available at the sign-in desk to distribute the survey to parents/guardians. The evaluators asked parents and guardians to take 2 minutes to complete the survey after signing their children in for the afternoon. During administration of the survey, posters were displayed on site (see Appendix 3) and two bright orange, clearly-marked boxes were available for returned completed surveys.

There were approximately 50 children enrolled in the Sistema Waikato After-School Programme. Twenty two surveys were completed by families. A higher than anticipated response rate of 44% for self-completion surveys (Brace, 2008) signalled the interest of *whānau* in Sistema Waikato. Four families had more than one child enrolled in the Sistema Waikato programme, thus increasing the response rate even higher.

As mentioned earlier, the inclusion of an invitation to participate in a *whānau* interview gave us an opportunity to recruit participants. Of the 22 returned surveys, 17 forms (77%) indicated that people were interested in being contacted to participate in a *whānau* interview. Of that 17, the evaluation team were unable to make contact with five *whānau* despite two attempts, more than one week apart, to contact people at the number supplied. Messages with the researcher's contact details were left on the voice mail. Two *whānau* who had indicated an interest on the survey had withdrawn their child by the time contact was made (two weeks after the survey closed) and so no longer wished to participate. The evaluator's had designed an exit survey, which was offered, but neither *whānau* wished to complete one, commenting they had "moved on". Five of the 22 returned surveys signalled their *whānau* did not wish to participate in an interview.

### Interviews

Invitations to participate in interviews were offered to members of the three main stakeholder groups (children and their parents/guardians, Sistema Programme Staff and Leadership, HCCM/Sistema governance). In the interest of capturing the narrative within a short timeframe interviews were primarily conducted as focus groups, but were also offered in either an individual or *whānau* format.

A semi-structured format was deemed the most useful in this situation, as semi-structured interviews allow flexibility (Murray, 2000) that support in-depth exploration of narratives (Murray, 2003). The interview schedules for different stakeholder groups were generally similar, but with 1-2 questions specifically designed to elicit narrative about their experience of Sistema. For example: *Whānau* members were asked to comment about observations relevant to their child(ren) attending the programme; Steering Group members were asked to comment about the role that different stakeholders play; Staff were asked to comment on the programme delivery thus far (see Appendix 4).

All interviews were audio recorded and summaries made for analysis purposes.

### Photo-voice

The original design for the evaluation planned for *whānau* to be handed an electronic photo recording device and an interview one week later. Because funding had not been secured, the

evaluator's did not inform *whānau* of the plan to use photo elicitation during the interviews. The cost for purchasing the devices was not secured until late September - after the first round of interviews was completed. Once funding was secured from Hamilton City Council, *whānau* who had already been interviewed were contacted and their willingness to participate in a photo voice interview sought. Two *whānau* who had participated in the first round of *whānau* interviews chose not to participate in the photo voice interviews as well.

Evaluators met with each of the ten families willing to take part in the photo voice interviews. A consent form, which doubled as a contract for the device (Appendix 1) and verbal instructions about caring for the camera were given. *Whānau* were advised that they did not take ownership of the device until after the follow up interview discussing the photos. The evaluator's explained our interest in photos related to music and the Sistema programme.

Once families had signed the consent form, they were then given the cameras, and follow up interviews arranged during the next fortnight. Follow up interviews involved looking through the photos with *whānau*, having a discussion about what was happening in each, and an explanation of how that related to Sistema and/or music.

These interviews were recorded and the photos transferred onto a laptop for the evaluation.

## ***Information analysis***

There were three key stages to the analysis of information gathered during the evaluation. Each of these stages is briefly described below.

### **Preparation**

Coolican (2014) highlighted the importance of researchers familiarising themselves with the context they were dealing with in order to understand and engage with the information collected. To do this, team members attended as many events as possible (including the holiday and after school programmes, concerts, celebrations and launches). Evaluators observed and took notes, undertook debriefing meetings where meaning, patterns, emerging ideas and possible information gaps were discussed. Reflections of all Sistema Waikato interactions were noted and summaries of interviews reviewed independently by team members (Dahlberg & McCaig, 2010). Brain-storming sessions were held and key themes were considered.

### **Thematic areas**

Stakeholder interview summaries were gathered together and analysed by the separate members of the research team through the process of thematic analysis. Themes were identified by sorting through connecting codes (themes) and then mapped visually (Coolican, 2014).

For the survey data, information was analysed using a coding process on Microsoft Excel Software. This showed the common themes that arose within the survey sample. Where relevant these have been reported in the appropriate findings.

### **Report development**

Team members compared their independent analyses and identified common themes between them. Planning meetings discussed the relevance of themes to the evaluation aim and objectives. Recommendations were then considered for their relevance to the focus of this evaluation on stakeholder observations, experiences, and aspirations for Sistema Waikato.

### ***Evaluation limitations***

Critical researchers must consider both the strengths and limitations of their work (Wadsworth, 2010). The method section of the report (to this point) has described the planning and processes undertaken, thus highlighting the strengths of the evaluation team's approach. There were however limitations that impacted this evaluation. They are noted here as key areas that Sistema Waikato should consider when planning for future evaluations of this programme. The evaluation team considered the impact these activities had on the current evaluation, and suggest that incorporating these in future evaluations will be to Sistema Waikato's benefit:

### **Forward planning for evaluation**

Inadequate planning before the current evaluation meant that there was no budget for this activity. The principal researcher was approached one month before the launch and then had to recruit a team of researchers and find resources to cover the cost of conducting the project. Eventually securing resources (after 3 attempts) created additional work that was not originally planned in the lead researcher's already tight work schedule. Activities such as changing the data collection plan (and seeking approval for an amended ethics application) meant the introduction of additional data collection activities that delayed the evaluation.

Efforts made to inform key stakeholders of a pending evaluation affects likely willingness to engage. An example of this within the current evaluation was evident with the relationship between the evaluators and the Steering Group. This relationship was managed through a HCCM staff member. The ability to obtain buy-in from the Steering Group beforehand would have ensured members were prepared to be contacted and a relationship (for example a standing invitation to speak about the evaluation at meetings). Because members were not aware at the start of the evaluation, interactions were infrequent. Limited interaction and engagement with the Steering Group resulted in the evaluators not having a clear understanding of important events or the roles, contributions, and challenges members of this group have to manage with regards to Sistema Waikato. Of equal importance was our inability to gather information from members at key times throughout the project.

### **Sharing information with the evaluators**

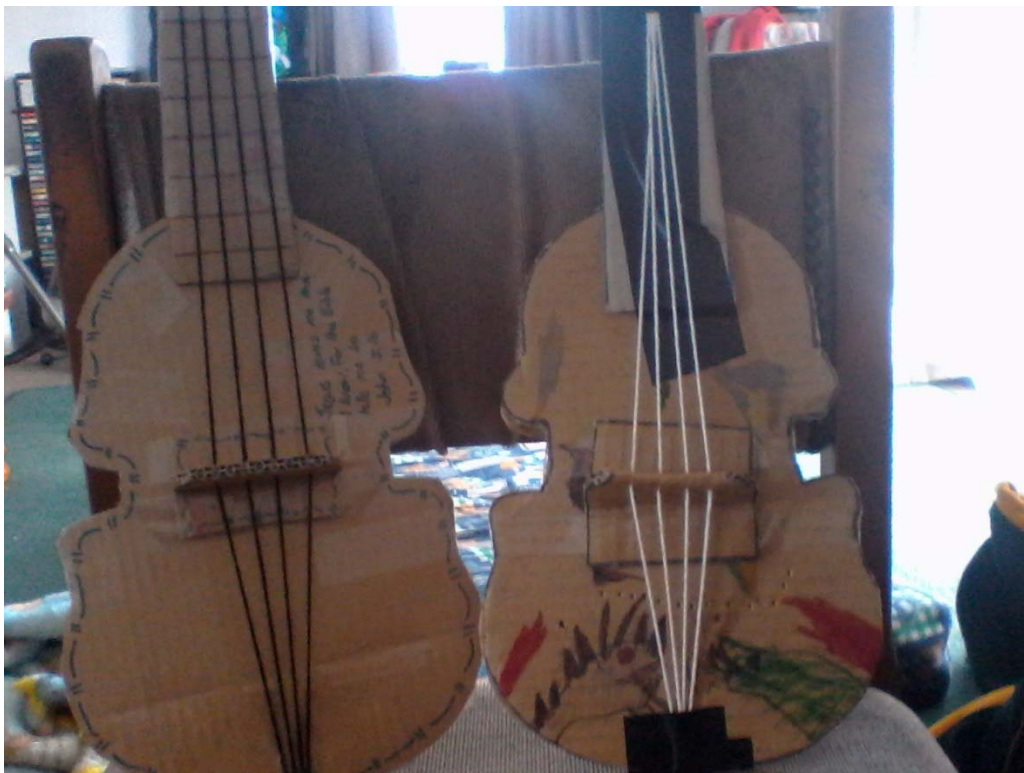
Generally stakeholders were willing to talk to members of the evaluation team. There were times that there was a clear reluctance by staff to share information about Sistema Waikato - despite our assurances of anonymity. These people were reserved in their willingness to share their story verbally and did not present promised written documents that would have strengthened the evaluator's understanding of Sistema Waikato delivery.

During this evaluation a clear communication breakdown occurred. We understand that schedules and plans change. However, the evaluators need to be made aware when this happens. Dates of key events were factored into the evaluation schedule. The second holiday programme was an event that was shifted from its initial dates. The evaluators are not part of the information sharing system Sistema has through the four West Hamilton schools involved. As a result the evaluators were not advised of the changed schedule until days beforehand during a photo-voice interview with a *whānau*. As a result of the late notice evaluators were unable to attend, observe, and support staff during the second holiday programme.

### **Embracing the challenge of those who exit**

Evaluations carry a reputation of being scary activities that result in job losses and budget cuts (Patton, 1997; Vassar, Wheeler, Davidson, & Franklin, 2010). As a result there may have been a fear that programme staff and resources may come under threat if everything is not “perfect”.

For a small number of *whānau* we spoke with, Sistema Waikato was not for them. While the evaluation team were able to talk to families involved in the programme, those who had chosen to exit were more difficult to capture. Collecting any information of this nature was difficult to collect from staff. A system for recording those numbers, and potentially making available an exit plan for *whānau* will give a more rounded understanding of how *whānau* feel about the programme – and offer suggestions for improvement.



*Figure 2: Creative decorating on cardboard violins*



## Evaluation Findings

The following section of the report is a presentation of the findings that were produced as a result of the survey, focus group interviews and observations conducted by the evaluation team. While there were multiple stakeholders involved (Administration – HCCM, Governance - Steering Group, Leadership – Coordination/Management, Staff – tutors, and *Whānau*) the nature of their feedback has been considered from two primary perspectives (as service providers and service users) and presented as such. The findings have been organised in two categories; participant stakeholders being the children, their families and the wider community, and service provider stakeholders which include the Sistema Waikato Steering Group and Sistema programme tutors.

Findings are drawn from stakeholder responses to specific sets of questions designed to discuss their experiences and aspirations. Critical analysis also draws upon researcher observations. In order to understand how effective Sistema has been at developing confident children, we used three key themes to discuss our findings, those being; observations, experiences, and aspirations.

## Stakeholder groups

Emphasis of this evaluation has been on gathering stakeholder narratives during the formative stage of the Sistema Waikato programme. Sistema Waikato stakeholders were categorised into groups based on their relationship with the music programme; Hamilton Community Centre of Music (HCCM), Sistema Waikato staff and leadership, and Children in the programme and their *whānau*/family. A brief description of the groups and their membership is provided here:

### *Hamilton Community Centre of Music*

Staff and board members of the Hamilton Community Centre of Music (HCCM) have vested their time and energy towards the development, design and funding for Sistema Waikato. While some members of this group are further removed from the day-to-day delivery of the programme (ie those who are not involved with the Steering Group) HCCM has continued to

be part of supporting the ongoing infrastructure of Sistema Waikato through office administration, payroll, and applications for external funding are led and/or supported by HCCM staff. Members of this group provided narratives about their aspirations for the future of Sistema Waikato and challenges to current delivery.

### ***Sistema Waikato staff and leadership***

People with decision-making power in the programme – whether in a paid or voluntary capacity – were clustered within this stakeholder group. Tutors, the programme manager and the programme leader are examples of people who, in a paid capacity, contribute to decisions about the day-to-day delivery (Doughty & Samson, 2005) of Sistema Waikato. These people plan for and can respond to immediate events on the day (eg. deciding whether to reward a child’s good behaviour).

One step removed, in a slightly distanced role, are the Steering Group who have decision-making power that can shape day-to-day delivery, but are more often thinking about long term impacts. Members of the Steering Group provide their support in a voluntary capacity (ie. they are not paid to be on the Sistema Waikato Steering Group). The Sistema Steering Group has members such as the Principals of the four schools involved, the Hamilton City Council, Creative Waikato and Hamilton Community Centre of Music.

Members of this group provided insight into both the immediate and long-term supports for, and barriers to, delivery of the Sistema Waikato programme.

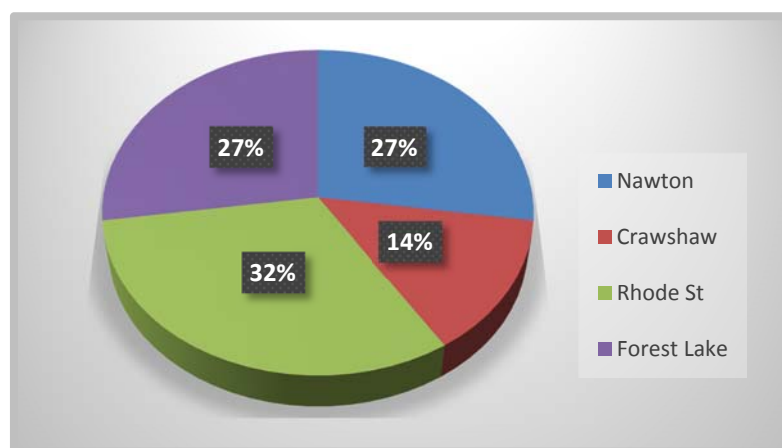
### ***Children and their families***

As participants children, and to some extent their families, are users and beneficiaries of the programme/services delivered by Sistema Waikato. Service-users are the stakeholder group whose lives are most impacted by changes, big or small, to the programme (Mueser, Glynn, Corrigan & Barber, 1996; Te Pou, 2015). Therefore children and their families have a vested interest in the service. Changes in programme delivery, direction and impacts can be attributed to the findings and recommendations made within an evaluation. As a result, it is important to ensure that information is gathered from key stakeholders, which includes service-users (Moewaka Barnes & Te Rōpū Whāriki, 2009). Within the context of this evaluation *whānau*

narratives capture the immediate effects (day to day) of Sistema Waikato and were considered a priority when offering recommendations.

### Survey responses

A 44% response rate from *whānau* involved in the Sistema programme was achieved. Of the families that responded, 19 families had children involved in Sistema that were ‘Year 2 or above’ at school, five families had children that were ‘Year 1’, and no families had a ‘Year 0’ child. There was almost an equal mix of genders across the children - 48% were girls and 52% were boys. Each of the four schools involved with Sistema were represented in the responses received. The highest proportion (32%) came from Rhode Street School, and smallest proportion (14%) came from Crawshaw School:

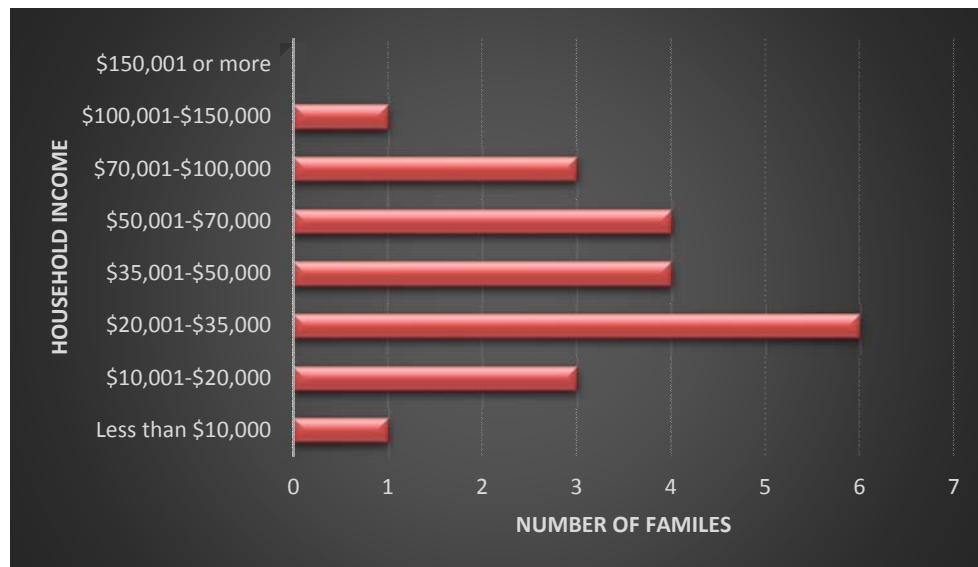


*Figure 3: Family responses and the school their children attend*

The majority of surveys returned came from parents (87%), as well as one Sistema staff member, two school staff member and, an extended family member.

Using the Census ethnicity question as a framework, respondents were asked to identify their ethnicity. Half of the responses were from households that identified as Māori (50%). The other half of completed responses came from New Zealand European/Pākehā (32%), Samoan (11%) and Other (7%) households. Within the ‘Other’ category, ‘Tokelauan’ and ‘I-Kiribati’ were noted.

In terms of household income, 63% of respondents indicated their household income was \$50,000 per annum or less; the majority of those earned between \$20,000-\$35,000. One respondent's household earned less than \$10,000 per annum and one respondent earned between \$100,000-150,000 per annum. No combined household income exceeded \$150,000.



*Figure 4: Respondents annual income (per household)*

Almost one third (30%) of respondents expressed an interest towards being more involved, in a voluntary capacity, to assist Sistema. Suggestions included; volunteering in the kitchens, helping with sign in, supporting, and whatever Sistema needed help with. The remaining *whānau* (70%) indicated that they did not wish to be more involved with Sistema delivery.

### **Whānau Interviews**

Ten *whānau* participated in *whānau* and photo voice interviews. A brief description of their circumstance has been provided here. Information about income and their initial feelings about the Sistema have been taken from their completed surveys. Notations about aspects the feel were 'going well' or could be 'improved' were taken from the survey response options noted in the completed survey form (see Appendix 2 for survey questions and response categories). While their narratives are presented throughout the findings section of the report, a brief description of each *whānau* in the following paragraphs provides an introduction and an

explanation about their decision to participate in Sistema Waikato. All names have been changed to preserve the identity of *whānau* and specific identifying markers removed.

*Ihaka Whānau* (household income \$50-\$70k per annum): *Iritana* (Māori/Pākehā/Samoan) has a son named *Ihaia* who is in Year 2 at Crawshaw School. After hearing about Sistema through a school newsletter, her initial reason for wanting to enrol her son was because *Iritana* wanted her son to learn an instrument. In the first 3 months of Sistema's delivery at Nawton, *Iritana* felt the programme was doing well with regards to: People, Philosophy, Approach, Venue, and Engagement with the Children and their Families. While she would like to be more involved with Sistema, her work commitments meant she did not have any time available to offer.

*Marama Whānau* (household income \$20-\$35k per annum): *Manaia* (Māori) is the grandmother of two boys (*Morehu* and *Mohi*) who attend Crawshaw School. Both were enrolled in the programme after reading about it in a school newsletter. *Manaia* referred to one grandson as the 'good boy' and did not refer to the other in the same way. *Manaia* hopes the programme will grow and offer both her grandchildren the opportunity to play a variety of instruments. One month in, *Manaia* felt Sistema were doing the following well: Passion to make a difference, Community, Philosophy, Approach, Communication and Engagement with the children. A multi-generational household, *Manaia* mentioned that her daughter, *Mere* (the boys' mother), had contacted Sistema Waikato to gauge programme flexibility about Jehovah's Witness beliefs. *Manaia* thinks Sistema Waikato is great and is happy to see the boys continue in the programme. Unfortunately, she had other commitments and was unable to be more involved as a parent volunteer.

*Akuira Whānau* (household income \$35-50k per annum): *Anahera* (Māori) has a daughter in Year 1 at Rhode Street School. A shy mum, *Anahera* initially did not want to participate in an interview, but found the process enjoyable and took part in both interview processes – in a combined *whānau* interview and photo elicitation interview with *Rahera (Rangi Whānau)*. *Anahera* had heard about Sistema from a staff member at one of the schools involved and wanted her daughter *Ataahua* to learn an instrument; so signed her up. After 3 months with Sistema, *Anahera* observed things Sistema was doing well as: Passion to make a difference, Communication, and Venue. *Anahera* was not sure how she could be more involved with Sistema and researchers observed her often helping where and when she could.

*Rangi Whānau* (household income \$10-20k per annum): *Rahera* (Māori/Samoan) has a daughter, *Reitu*, who is a Year 2 at Rhode Street School. Similar to *Anahera (Akuira Whānau)*,

**Rahera** heard about Sistema from a staff member at the School and enrolled **Reitu** to learn an instrument. **Rahera**'s perception of Sistema after 2.5 months of the programme, is that the following are going well: People, Passion to make a difference, Responsibility, Engagement with children and they have the Right approach. **Rahera** has some time to give to Sistema and has offered to support by helping in the kitchen.

**Pahu Whānau** (household income \$50-70k per annum): **Pania** (Pākehā) has 3 sons involved in Sistema. **Pania** heard about Sistema by word of mouth, and a newsletter sent home from Rhode Street School. Her 3 boys (**Paora**, **Pita** and **Piripi**) had expressed a desire to learn an instrument (guitar and drums) but finding somewhere convenient that was not too expensive had been a daunting task. Upon hearing about Sistema, **Pania** was attracted to the Philosophy of encouragement and Participation. **Pania** had offered to be involved as a parent volunteer where ever Sistema thought she could be useful.

**Kauri Whānau** (household income \$20-30k per annum): **Kaea** (Māori) first heard about Sistema when a school newsletter was brought home by her daughter in Year 2 at Crawshaw School. After attending an information evening **Kaea** decided to let her daughter **Kora** participate. Several reasons for deciding to be involved with the Sistema Waikato Programme were: to learn an instrument, the tutors, liked the philosophy and, the sessions were free. Her decision to remain involved was based on the following aspects **Kaea** felt Sistema were doing well: People with a Passion to make a difference, Community, Philosophy, Approach, Time, Responsibility, Engagement with Children and Families, Communication, Venue and Resources. Because **Kaea** felt that everything was going well at Sistema there was no need for her to get involved as a volunteer.

**Hemi Whānau** (household income \$20-30k per annum): **Hana** (Pākehā) has a son in year 2 (**Haki**) that attends Nawton School and participates in the Sistema Waikato Programme delivered there. **Hana** had wanted her son to learn to play an instrument, but was concerned about the costs involved. After hearing about the Sistema programme from a Staff member at the school, she registered her son. During the first three months that the programme has been running, **Hana** has felt that Sistema Waikato has been doing the following areas well: Venue, People, Time, Communication, Passion to make a difference, Responsibility, Community, Approach, and Engagement with Children and Families. Similar to **Kaea**, **Hana** felt there was so much working well at Sistema that they did not need any further involvement from parents.

**Witi Whānau:** **Wiremu** (Māori/Pākehā) has two sons; one of whom (**Waiapi**) attends Sistema Waikato. **Waiapi**'s younger brother would also love to attend but is not yet old enough to attend Nawton School. **Wiremu** heard about Sistema from a staff member at the school. In addition to learning a new instrument **Wiremu** supports Sistema as both an employee of the school and as a parent and offers to do more where he can. While Sistema have a positive community and philosophy, **Wiremu** wanted to see more engagement of children in the programme. Furthermore, he hopes that **Waiapi** will develop an appreciation for learning new skills and meeting new people. Those life skills of learning to get along with others who are different from themselves and not ordinarily kids he would choose to be friends with are visible within Sistema Waikato and will help **Waiapi** develop further. After joining Sistema Waikato **Waiapi** showed an interest for learning the piano. **Wiremu** retrieved the family piano from his mother's house. **Wiremu** is proud that **Waiapi** has taught himself to play 7 songs on the piano.

**Manu Whānau** (Māori/Pacific Islands; household income \$20-35k per annum): **Maia** (mother) and **Mikaere** (father) have a daughter (**Maraea**) that loves music and has wanted to learn an instrument for a long time. This family often have singing sessions in the shed, and learn different tunes from YouTube. After hearing about Sistema Waikato through a Nawton school newsletter, and from **Maraea**, **Maia** and **Mikaere** enrolled her in the programme. **Maia** and **Mikaere** have appreciated the Passion of staff to make a difference, and the Engagement with Children and their Families. Both parents are delighted that a structured programme is available for **Maraea** to learn to read music and play an instrument. They really appreciate the opportunity Sistema Waikato is giving their daughter to learn the violin and have offered to help teach other instruments in the Sistema Waikato programme.

**Taonga Whānau** (Māori/Pākehā/Kiribati; household income \$70-100k per annum): **Tahu** and **Tamati**'s daughter **Taimana** is enrolled in Sistema Waikato and in Year 1 at Nawton School. Both parents wanted to give their child the opportunity to learn an instrument and have found they got much more: People, Passion to make a difference, Community, Approach, Time Communication, Resources, and Engagement with Children and Families. **Tahu** and **Tamati** appreciate that **Taimana** is mixing with children from 3 other schools and who are diverse from her. **Taimana** is the youngest of 3 children so often had to 'tag along' to whatever her older siblings are doing. Now she has something that is uniquely hers and 'she loves it'. Tahu has volunteered to help in the kitchen and with the sign in/out desk.



## Stakeholder interview feedback

Stakeholder responses have been organised into three categories: Experiences, Observations, and Aspirations.

### *Experiences*

The level of engagement and length of time stakeholders have been involved with Sistema Waikato varied. For example, people from HCCM and the Steering Group have been involved in the design and governance well before delivery began. Tutors began their engagement at the launch of implementation. Similarly, *whānau* began their interaction with Sistema Waikato when it was launched. As a result, the nature of comments from stakeholders varied. Comments have been clustered into Governance, Delivery and Engagement.

### Governance

Some frustrations were experienced early on in the establishment of the Sistema Waikato that filtered into the Steering Group roles and responsibilities. A lack of understanding about governance and a large committee membership (of 15-20 people) meant there were different expectations and understandings of what the role involved. People had been named as members of the Steering Group, but were not engaged. Poor attendance and a lack of governance structure contributed to tensions and a lack of cohesion (Thomas, Steering Group member).

Steering Group membership was restructured and a programme governance model was implemented. Engagement by the principals from each of the 4 schools involved in the music programme and a consistent engagement of Steering Group members has improved the leadership process (Paul, Steering Group member).

At the time of the evaluation, members were satisfied with the Steering Group process and likened the role to a “*Board of Trustees who were the governance overlooking umbrella separate from those who are in there doing the work*” (Joanne, Steering Group member). Another member explained that it is the “*Steering Group’s responsibility to provide that evidence around the programme and the effectiveness so that it can be sustainable*” (Susan, Steering Group member). Although some members the Steering Group had heard directly from *whānau* how much the

children were enjoying the programme, members agreed that their role was somewhat distanced from *whānau* experiences and the details of programme delivery.

## Delivery

When the evaluation team first interviewed stakeholders, there were some adjustments and settling in processes that were underway in those early weeks of delivery. To provide some context to the comments below, the first holiday programme had been completed and the After School programme was in its second week when the evaluators spoke with staff. Programme staff spoke about feeling: insufficiently trained, under-resourced and unappreciated for the work that they were doing for Sistema Waikato.

Staff felt that they were not adequately prepared, or given appropriate training, to deal with the dynamics of young children. Examples of skills that would have been helpful prior to delivery were: keeping the children engaged in the programme of learning; strategies for disruptive behaviour, and; managing the difficult behaviours of 1-2 that disrupted the focus of others. While there a training session delivered before children began attending, the everyday ‘reality’ was much harder.

Staff spoke about the programme being under-resourced to support them in the delivery of the programme. A lack of paid time to plan and debrief as a team meant that some staff turned up just before class started and left immediately after. One staff member stated;

*... the programme [potential] could be far more realised with a little bit more resources into the tutors in going earlier so that they can better action things earlier on to have better effects. (Sarah, Sistema Staff)*

Staff arriving just before start time and leaving immediately after reflected the time people were paid to work. Staff suggested that putting more resources to staff would allow them to better deliver the programme. Another example of being under-resourced was the difficulty noted when a staff member was sick, absent or running late. In circumstances when a staff member was sick, absent or running late, staff had to carry the extra workload if someone could not be found to “help out”. A concern about the lack of staff was especially concerning when people talked about the intention to increase the number of students.

A great deal of effort and energy has been given towards the early days of delivery to ensure that: families feel welcome and engaged, the children enjoy the programme, and that everything runs as smoothly as possible. The level of engagement and commitment, sometimes over and above what they were paid to do, and the lack of acknowledgement of the skills, experience and effort put in to the programme meant people felt unappreciated.

In terms of volunteer support and assistance, staff had mixed feelings about the contribution parents or other volunteers could bring to the programme. Despite the previously identified shortfalls, that resulted in staff support feeling over-worked, staff were divided on whether parents should be more involved.

## **Engagement**

*Whānau* interview participants were asked to comment on their experience of Sistema Waikato during the first 2 months of programme delivery. Whereas the previous sections have been reported about experience from governance and staff, this section is about the experiences of *whānau* stakeholders. Their comments have been presented under two themes; musical outcomes, and non-musical outcomes. Before presenting *whānau* narratives, a graphic summarising responses from the survey provides a backdrop.

Within the survey handed out at the After School programme *whānau* were asked to comment on those aspects they believe Sistema Waikato are “doing well” and those that “can improve”. The summarised results presented in Figure 6 overleaf clearly show that *whānau* are happy with all areas, but especially so with the Sistema Waikato “people”, their “passion to make a difference”, and their “engagement with children”.

Two *whānau* felt that the “venue” and “engagement with families” could be improved. “Community”, “engagement with children”, and “resources” were each identified by a *whānau* as an area for improvement. Comments were generally about the positive Sistema experience.



*Figure 5: Sharing enjoyment of an instrument*

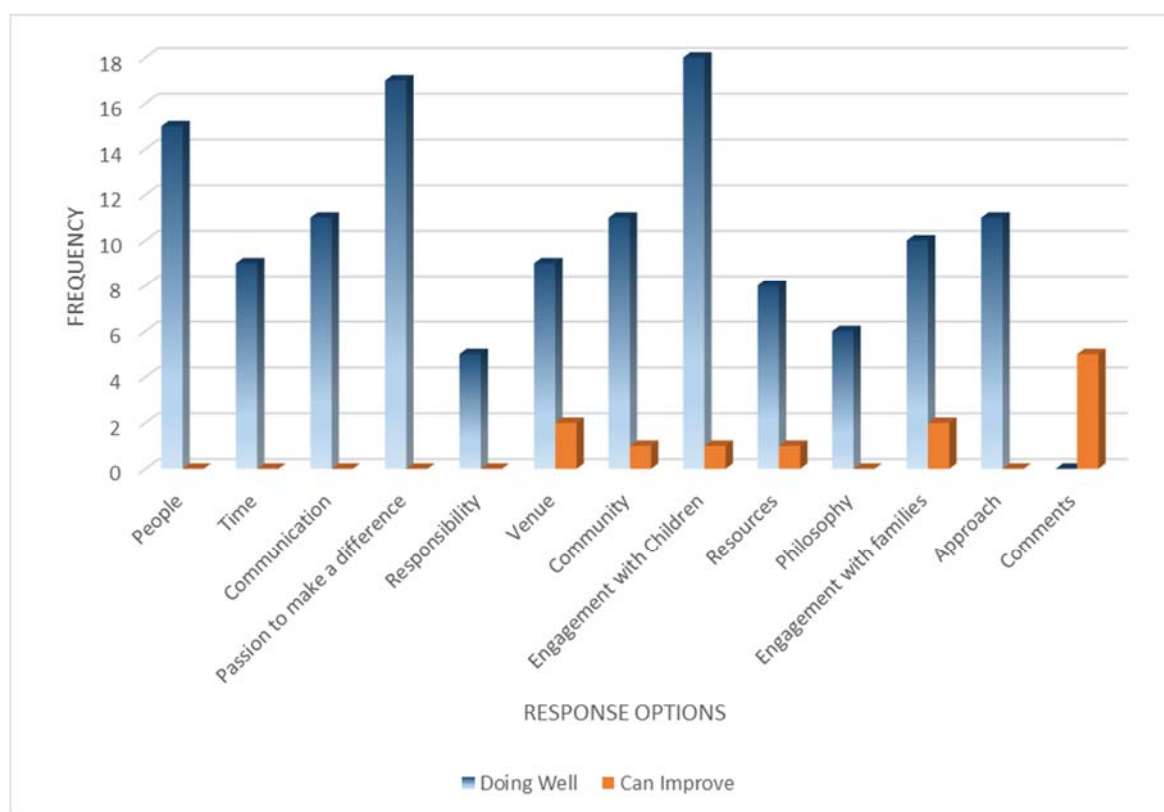


Figure 6: Whānau survey responses about Sistema

Comments from parents acknowledged the difficult job that tutors and staff had;

*...even for an experienced teacher it would be difficult to engage the children for an hour and a half after they have had an entire day of learning at school.  
(Akuira Whānau)*

*...staff need to be proactive, and receptive to feedback. (Witi Whānau)*

### *Musical Outcomes*

Within the first two months of delivery, parents/*whānau* reported positive experiences for their child(ren) and attributed the changes to being involved in Sistema Waikato. Positive experiences shared were; an interest in new instruments, and music as a family.

One theme that appeared when talking to parents was the increased interest by their children in other instruments. This included a broad range of instruments, from the guitar to the piano. From the Witi *whānau*, Waiapi said of his child:

*Recently I got the piano from [a family member's] house and moved it to ours because [his son] was interested in the piano...he's now got seven songs that he has learnt.*

There is also more interest in what the tutors can do musically, Tahi and Tamati from the Taonga *whānau* said the following of their daughter Taimana:

*She's always talking about all the different tutors, and what they do, and the special instruments that they can do.*

The interest in music has extended to siblings. *Whānau* mentioned that older siblings were wishing they were young enough to join the programme, and younger siblings were impatient to be old enough to join. When talking to Maia and Mikaere from the Manu *whānau*, they spoke about their older daughter who is too old to be in the programme:

*Our girl's watching [her sister learn the violin]...and she goes 'I can do that'...now I'm teaching her to play the guitar.*



*Figure 7: Practice time becomes a family concert*

### *Music as a family*

*Whānau* discussed the changes in their family dynamic due to the Sistema programme. Anahera talked about how the Akuira *whānau* now sing one of the Sistema songs together every evening before bedtime:

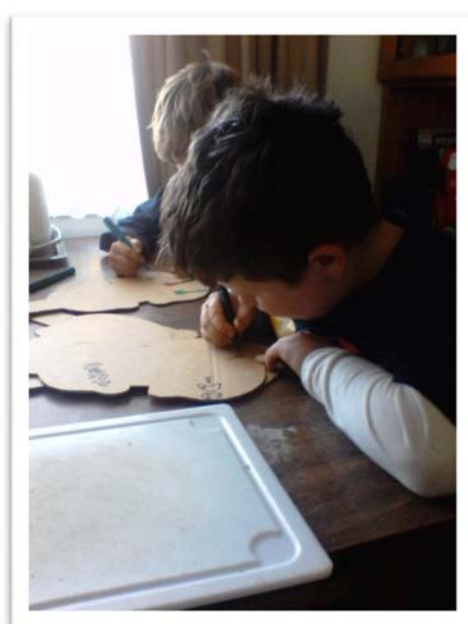
*Now I say it is seven o'clock lets do our game, so they do that song up the ladder  
down the ladder and [her four children] has to have a turn and then they will go  
and brush their teeth and then go to bed.*

*Whānau* talked about how Sistema has given families a way of spending time together, doing music related activities. The Hemi *whānau* found strategies from Sistema were a way positive to interact:

*We are going to make [the siblings] a cardboard violin as well each and they can  
decorate it. They'll probably just have a straw for the bow.*



*Figure 8: Whānau creativity with music*



*Figure 9: Siblings colour their violins together*

### **Non-musical outcomes**

Although Sistema is a music programme, there were a number of key themes that emerged that were not music related. When talking to families, there were a number of different skills that parents mentioned they had already witnessed regarding their children. Non-music outcomes

are discussed below with the key themes; confidence, teamwork, expanding horizons, culture, and children's happiness.

### *Confidence*

Confidence was mentioned by *whānau* in numerous circumstances. In relation to their child's behaviour, many families mentioned that their children have grown in confidence since joining the Sistema Programme. From the Kauri *whānau*, Kaea described the change in her daughter Kora's behaviour;

*She has kind of got outside of her bubble already and wanting to talk about it alot and her coming home and wanting to play with the cardboard one alot. So it has been really good. She is gaining her confidence. (Kaea, Kauri Whānau)*

A similar comment was shared by the Taonga *whānau*;

*She will let you know now if she doesn't like or want to do something now, whereas before she might have let her siblings make decisions for her [Taimana]. She is stronger and has developed "more of herself". (Tahu & Tamati, Taonga Whānau)*

The Rangi *whānau* and the Akuira *whānau* noticed a similar growth in confidence;

*Programme also gives her [Reitu] confidence, in terms of preforming in front of people. (Rahera, Rangi Whānau)*

*Their daughter [Ataahua] has grown a lot of confidence after starting the programme, and made a lot of friends that she wouldn't have otherwise made (different schools and ethnicities). (Anahera & Anaru, Akuira Whānau)*

Growth in confidence from the children appears to have extended into other areas of their lives. *Whānau* talked about their children being more willing to participate in performance activities outside of the school, such as; *kapa haka* (Māori cultural performance), church choir, and singing at home. The Taonga *whānau* shared their experience of Taimana:

*[Sistema] is already filtering out into other things, like [Taimana's] cultural dancing and singing...it [Sistema] gives her confidence as well, to do those things, like perform in front of people...*



Comments made by *whānau* were consistent with observations made by Sistema staff. One staff participant spoke about her experience with *whānau* in general:

*[I] see the programme as a conduit in student and families... to build more self-esteem, and personal wellbeing as well. (Sarah, Sistema Staff)*

Comments from staff and *whānau* were consistent with the intended aim of Sistema towards building self-confidence in children. *Whānau* spoke about changes in their children's self-assurance as a result of being involved in Sistema. Kaea discussed the changes she had experienced in her previously shy child [Kora]:

*...she likes being a leader. She comes home and says "I am a leader at school today mum" (Kaea, Kora Whānau)*

During the follow up (photo-voice) interview, the Taonga *whānau* commented again about the noticeable change in their daughter's self-esteem as the programme continued:

*That's her [Taimana] getting ready for Sistema, so she's up really early every morning, always excited to go. She wants her hair done, [and] normally when [Taimana] goes to school, she says "nah I don't want my hair done". (Tamati, Taonga Whānau)*

### *Teamwork*

Teamwork was a key life-skill mentioned by parents, with a variety of explanations for why they considered it important. Families noticed that teamwork has extended to activities within the family home. An example is presented by the Hemi *whānau*, with Hana (parent) commenting about Haki (child):

*He was trying to be on his own because he does not want to be with the family. He just gets caught up in his own little world. Yeah so [now] he is actually interacting with us more out here.*

Sistema staff, and leadership recognised the importance of having links with the schools and communities. Combined with working as a team, everyone talked about the benefits for students. An example was explained by Andrea (pseudonym) who told us about the thought process when creating content for the programme:

*That [the content chosen for Sistema] goes back to our community links, and the schools have been fantastic in supporting us in creating something that actually works for the kids that we have here. (Andrea, Sistema Staff)*

Members of the Steering Group talked about parents' engagement with both the school and Sistema. For those with limited resources, the cost of their engagement is even more meaningful. The efforts of *whānau* were acknowledged by Thomas;

*The grandparents are getting the kids here [to school] because mum is working... I know we have got parents who would step up and jump on board... I have seen it [Sistema] engage some of the parents already. They are going over and volunteering to do the afternoon tea and things like that. They are catching the Orbiter to get her and then getting home at six at night.  
(Thomas, Sistema Leadership)*



*Figure 10: Playing a music game at Sistema*

### *Expanding horizons*

The opportunity to meet children from other schools, with different backgrounds and interests, meant that children were expanding their horizons. This was a key theme for *whānau* and was captured nicely by the following comment by Waiapi:

*He [the son, Wiremu] is making connections with kiddies that are outside of [child's school]. I think that's great because I don't want them to be siloed in, and [a child's school] be the only thing they know. It's good to give them exposure to all types of kids. (Waiapi, Witi Whānau)*

Comments by Sistema staff and leadership also referred to the notion of expanding horizons in a broader sense that includes the families and communities. Stephanie said:

*The programme itself I see as a conduit in students and families being better connected and familiar with the community. (Stephanie, Sistema Leadership)*

Sistema has been adapted for delivery to four low-decile schools in West Hamilton. Precariat families in this community have limited resources, and are likely to have limited opportunities to extend their learning about their own or other cultures without the likes of Sistema. We asked families and staff for their thoughts about the culture of Sistema. Culture was discussed in a variety of ways. Some referred to ethnic diversity, others talked about New Zealand, and some spoke about Māori culture. Examples from *whānau* are presented below:

*It is cool that brown people get the opportunity to play something different. All my family play the guitar..... So for the brown kids I think it is huge.  
(Andrea, Sistema Staff)*

*There are a few Māori kids there so it would be quite nice actually, but on the other token you have also got [a tutor from another culture] so getting something from [the tutor's] nationality would be quite good too, and I think all of the tutors are of different nationalities as well aren't they. (Haki, Hemi Whānau)*

*I would love to see the programme more reflective of New Zealand folk songs, stories, and animals. (Waiapi, Witi Whānau)*

*We are a very musical family... We love that she is learning music and that the programme is free, otherwise she probably wouldn't be able to have the same opportunity. We all play different instruments and sing etc... we have one other young child in the family learning violin elsewhere. Music should be nurtured.  
(Maia & Mikaere, Manu Whānau)*

The complexity of culture, and cultural relevance, combined with the large number and diversity of stakeholders involved means that some people will be happy and some not so happy. There were a few *whānau* who were happy with the programme as it is:

*I am not fussed. We are quite mixed so it would not be fair to have just one culture present. (Rahera, Rangi Whānau)*

*I am happy the way it is because they can learn that stuff at school, and because this is another programme. (Kaea, Kauri Whānau)*

*It [Sistema] is a new culture in itself. I feel the programme has its own culture and they bring their own cultures to that as well. I see it as another layer on top of the sustainable layer that has already been created. (Susan, Sistema Leadership)*

Some Sistema staff and leadership talked about wanting to include more local songs and instruments. However, they found it difficult to do so when staff were not familiar with New Zealand culture. Music teaching skills had been prioritized over song selection options:

*It is a challenge because [the staff] are hoping to be a part of the community; but getting staff that have all the skills they need is hard as very few of the staff are from New Zealand. (Andrea – Sistema Staff)*

Ethnic diversity was both celebrated and sought after by *whānau*. Most families named a range of ethnic cultures they wanted both represented and respected. Here is an example from the Henare family regarding the staff of Sistema:

*The cultural respect...showing other people respect for their identity...The music teachers' talent and respecting that in a cultural sense... is what we like. (Tahu and Tamati, Taonga Whānau)*

### *Child's happiness*

The main attraction of Sistema for *whānau*, and what kept them involved, was the happiness of their child/children as a result of their involvement. Without the continued enjoyment factor *whānau* said they would consider moving on, or be reluctant to continue attending, even though the programme was free. Regardless, the children of *whānau* we interviewed described ways their children enjoyed the music programme;

*Iritana [their daughter] still wants to go every day and loves it, so that's the most important thing. (Ihaia, Ihaka Whānau)*

*My daughter is an only child and learning to share with the other kids is good because she doesn't have that. I have noticed she is doing stuff with other kids which is good. She seems really happy. (Kora, Kauri Whānau)*

*We are really proud... Ataahua (daughter) is going to violin with people in other classes and has made friends she can play with at school. Her (Ataahua) and Reitu (Rangi Whānau) hold hands and skip [to Sistema] together. (Anahera, Akuira Whānau)*



*Figure 11: Siblings sing together*



*Figure 12: Excitement before the holiday programme*

## ***Observations***

The following section is a mixture of observations by the different stakeholder groups, as well as those of the research team. When visiting Sistema Aotearoa we, as a research team, gained an understanding of how their Sistema programme has developed over four years - including the factors that support and hinder implementation.

## **Musical outcomes**

Children and their families talked about the excitement of learning an instrument and how the transition from a cardboard, to a hardboard version and then ‘real’ violin made each stage seem more meaningful – as though a rite of passage had been earned as they progressed through the stages. The following comments from *whānau* have focused specifically on musical outcomes.

### *A “real” violin*



*Figure 13: Sistema student holding a “real” violin*

The programme began by giving the students cardboard violins to care for and practise playing on. When doing the first family interviews, many mentioned how excited their children were at the prospect of getting a ‘real’ violin in the near future:

*He [My son Wiremu] is really excited to get a real violin next month.  
(Waiapi, Wiremu Whānau)*

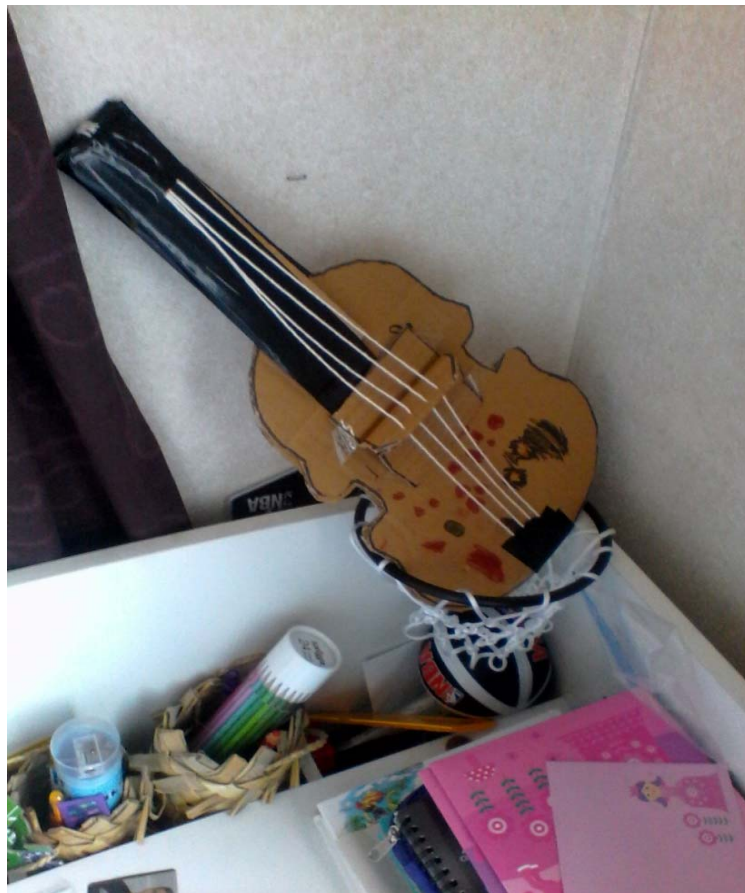
*She [My daughter Kora] said I “think we are making real violins this term.” She still gets her paper one out... She likes it [violin] that much (Kaea, Kauri Whānau)*

During our follow-up photovoice interviews, the transition to real violins had taken place for the children. When looking through the Taonga family’s photos, there was a photo of their daughter’s cardboard violin (see figure 14 below):

*That’s her [Taimana] old one that she won’t get rid of. It has got pride of place in her room...she still sings her songs with it and practises with it. (Tahu and Tamati)*



The Taonga *whānau* also mentioned the importance of working with the cardboard violin's first, as it showed the children the steps of care that are involved with having a real violin.



*Figure 14: Taimana's cardboard violin at homework desk*

### *Cost*

The cost of learning an instrument, particularly the violin, was considered expensive by many families. Recognition of the opportunity provided by engagement with Sistema Waikato was captured by the Marama *whānau*:

*I think it's an awesome opportunity for them, for children, to have because, you know, it's such an expensive thing to have (Mere, mother, Marama Whānau).*

*Whānau* also mentioned their appreciation for the fact that the programme was free, with the Manu family saying it gave their child an opportunity that might not have otherwise been had.



*...we wouldn't have been able to afford lessons. She [the daughter, Maraeta] would have missed out on this [opportunity] (Maia, mother, Manu Whānau).*

Similar to the *whānau* recognition, of the costs to purchase each violin, a Sistema Steering group member commented on this as well:

*...then it was just a case of getting the violins. We were struggling to get that sorted so [it was] suggested [the principals] split it [the cost] four ways and the schools can pay for it. That was three thousand each.  
(Thomas, Sistema Leadership)*

In contrast to the *whānau* appreciation, Sistema staff were concerned about the 'true' cost of the programme. Comments with staff during a focus group interview highlight frustration about what was expected of them, and what was resourced for them to provide:

*There is a lot of stuff that are quite key in the programme and what is required. But they have not been taken into account so then there is no money. So, I think the expectations from the Board is quite, they want this [signals with hands wide apart] but they have only given us this [signals hands close together]... They say "here go and do this, this and this" but, "sorry no money"...*  
(Sistema Staff Focus Group)

From the Focus Group Interviews, the evaluators were informed that each of the schools involved contributed to meeting the purchase cost of the original 50+ violins. Everyone we spoke to (*Whānau*, Staff, Steering Group, HCCM) agreed that Sistema Waikato will grow and include more children. However there was a less clear response how the costs for more violins, or other instruments, would be met. Purchase, insurance, and storage of the new instruments would be an ongoing cost for the Sistema Waikato programme, as they have a new intake each year.

During this first year of implementation the After School Programme has been delivered from within the Nawton School hall. Initial negotiations with a local venue had been too expensive. Fortunately permission was given for the hall to be used. This meant that resources could be used in other areas to support the Sistema programme;

*...so the [School] hall was then free... and then it was just a case of getting the violins. We were struggling to get that sorted... It [has been] about that action-reaction stuff. (Sistema Leadership Focus Group)*

During the first meeting with the evaluators, costs involved with purchase, storage and insurance of Sistema instruments were being negotiated one step at a time. As the programme grows, a bigger venue, more storage and insurance costs will need to be met. Likewise maintenance, upkeep, and additional staff will be ongoing costs for Sistema.

### **Non-musical outcomes**

The inclusion of aspects of social development were provided throughout discussions with *whānau* and Sistema staff. The main observations discussed in this section cover four areas: programme impact (specifically social development), programme leadership (the Steering Group and budget), and programme independence.

#### *Programme impact - social development*

When discussing observations of the Sistema programme, development was mainly talked about in the sense of social development. A speculation by the Taonga family was:

*At first when I heard the Sistema programme was to help children's social development and all that, I thought, does she [Taimana] really need that? And I thought, of course she does. There's no bounds or limits to how much you can be helped socially. (Tahu and Tamati)*

Complementary to the comments by *whānau*, were similar observations by Sistema staff. The suggestion was made that parents had not realised the importance of social development as a purpose of Sistema:

*From what I have seen it is the violin that attracts them to this programme. Not realising that behind that is what we are really trying to do in Sistema is the social development, working with low social economic schools and families. Those low social economic communities. (Joanne, Sistema Staff)*

During the initial training, staff were taught about Sistema. They then learnt about the teaching philosophy and delivery plan. However, Sistema staff felt that despite the original plan to focus on teaching music, they were concerned about teaching the children social skills, and acceptable and expected behaviour when attending the Sistema programme:

*In the beginning stage we needed some support with behaviour management... I knew the children would be difficult... But I didn't think we'd have quite those extreme behaviours. Personally I feel out of my depth... We haven't decided a strategy for the programme. (Renee, Sistema Staff)*

*Interesting from the social development side.... I don't want to use the wrong approach with kids and I don't want it to be a 'trial and error' process too much, and at the moment it feels like it is... (Sarah, Sistema Staff)*

*...As a social [development] programme the kids who are playing up are the ones most in need. We have the most to give to them. The longer that we don't manage to engage them, the harder it will be to bring them back in. (Neville, Sistema Staff)*

Further comments from Sistema staff and leadership refer to teaching the children to sit, raise their hand to ask questions, and the introduction of a process to acknowledge and reward good behaviour. Towards the end of our evaluation, members of the team observed positive interactions and great behaviour by the students. Clearly some positive gains were made, and the work of staff and leadership is to be acknowledged for implementing effective strategies.



*Figure 15: Making friends at Sistema Waikato*

### *Steering Group*

A Sistema staff member from Waikato, Stephanie, said that after talking to Sistema Otara, she had the following thoughts regarding the Steering Group:

*It is really important that you have a robust steering group, made up of the schools and key community representatives. (Stephanie, Sistema Leadership)*

Before delivery with the schools, the Steering Group consisted of a much larger group. According to Thomas, at that time there was a lack of clear structure and governance, which meant the process was not working. He went on to explain that changes had been made in an attempt to help improve the programme:

*When I first came to Sistema their steering group had about 15-20 members. After going to about 2-3 meetings I noticed that only certain people were going so [the suggestion was made] that we get rid of them...which is what [happened]... Things are better now. (Thomas, Sistema Leadership)*

In contrast to Thomas' position, Paul commented about his own lack of knowledge about the composition and role of Steering Group members:

*I don't think I've ever attended a meeting where every member of the steering group has been there, so I'm not actually sure of who exactly is on the steering group, and what their role is... (Paul, Sistema Leadership)*

This lack of consistency was also observed by members of the research team, as more than half of the Steering Group did not attend the introduction meeting we had with them, or the focus group. Throughout the evaluation, we continued to ask who should be consulted and informed about the evaluation, and received different, and sometimes conflicting, information from different people.

These comments conveyed a lack of clarity as to the Steering Group membership and role. At the time of the evaluation, there was no community representative on board. Despite a high number of ethnicities being represented in the programme, and many of the staff working with

the children also being of different ethnicities, this diversity was not visible at the Steering Group level.

### *Evaluation budget*

The lack of budget for a significant period of our evaluation caused many limitations regarding the opportunities we could take as a research team. When funding was finally secured, opportunities, such as photo voice interviews, could be included. However, the team had to extend data collection and the analysis timeframe. This in turn postponed the completion of the report. Delayed report delivery to the client and stakeholders resulted. The project was engaged as a learning opportunity for two junior research members, who were only available for a limited timeframe and had the skills to conduct a limited evaluation. This report had to be completed by an academic staff member in addition to workload commitments. In the future, Sistema Waikato will likely be unable to receive evaluations if they do not plan their annual budget to include an allowance for an evaluation.

Joanne, one of the Sistema staff participants, mentioned that an evaluation later in the course of programme delivery would be helpful:

*...it would be nice to get evaluated later on because you get the true comments or feedback from parents as well, because at this moment they're really into it and you're going to get really [pause]...I'm not saying you won't get that later, but what I'm saying is you might get a better idea. (Joanne, Sistema Staff)*

### *Volunteers*

Volunteering was discussed by the Sistema staff and the parents as being necessary, but also something that was a challenge to instigate. During a focus group interview Susan (pseudonym) from Sistema Leadership suggested:

*I think we are struggling to get the volunteer side and the connections happening at that level but that is certainly something that we are aiming towards...it isn't just about dropping your kids off and running away, but it is about being very much a part of that connected community. (Susan, Sistema Leadership)*

Thomas said they were trying to create a database of volunteers, but he followed the comment up with:

*But I have always said that you cannot rely on volunteers. Because they do not get paid and they do not have to come and they can turn us down.*  
(Thomas, Sistema Leadership)

Many of the *whānau* that we interviewed were interested in being more involved, however they did not believe other parents wanted to volunteer. Haki from the Hemi *whānau* stated:

*A lot of parents do not want to come and be involved.*

The comments from *whānau* we spoke with were inconsistent with the survey results. Six *whānau* of 22 surveys returned (27%) wished to be more involved with the programme than they already were. The visible difference here is that the small proportion of parents who want to be involved, REALLY want to be involved. While, the larger majority (73%) either do not have the time or capacity to attend (remember, 64% of *whānau* who responded were from households that earned less than \$50,000 pa), there still remained a small proportion who aspired to be more involved.

## ***Aspirations***

When talking to *whānau* and staff, we asked questions regarding what could be changed or what they aspired to as a way of helping Sistema develop. This section has also been divided into two sections for *whānau* - musical outcomes, and non-musical outcomes – and then followed by a description of programme aspirations presented by Sistema staff and leadership.

### **Musical outcomes**

Whānau talked about key musical aspirations that they hoped their child(ren) would achieve through the programme. Such as learning: to read music, a variety of instruments, a new skill and, the value of music.

### *Future with Sistema*

All *whānau* said either; their children would be involved in Sistema in the future, or that they hoped their children would be (with children able to decide for themselves). This also extended to siblings, with the Witi *whānau* hoping their younger child joins Sistema in the future. Similarly, the children from the Manu *whānau* were involved with teaching their older siblings the musical information learnt within Sistema.



*Figure 16: One of the Sistema children with her sibling*

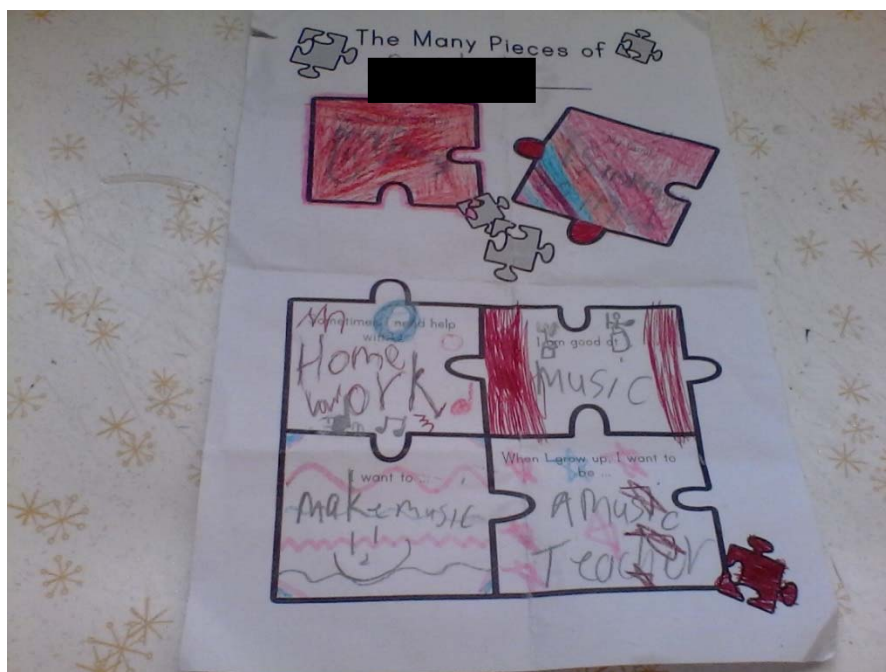
### *Musical aspirations*

There were a number of small musical aspirations by families. Examples of the *whānau* aspirations were evidenced by:

- Both the Manu and Marama families hoped that their children would learn how to read music properly. They also hoped that their children could learn a variety of instruments.
- Ihaia (Ihaka *whānau*) hoped that her child (Iritana) would have respect for the instrument, and value music and the reasons for learning music.
- Kaea (Kauri *whānau*) wanted her child (Kora) to learn about music, and Waiapi (Witi *whānau*) wanted his child (Wiremu) to appreciate learning a new skill.



As one way to recognise the positive influence Sistema Waikato had made on their child's aspiration, a family took a photo that showed their child's musical aspirations for the future, including the aspiration to be a music teacher (see figure 17 overleaf):



*Figure 17: A child's Sistema homework assignment*

### **Non-musical outcomes**

In regards to aspirations, there were some important non-musical outcomes that were discussed by the stakeholders, including; confidence, teamwork, expanding horizons, staff, volunteers, and additional aspirations.

#### *Confidence*

Witnessing changes in their child's confidence was an experience for many families involved in Sistema. Subsequently, families' aspirations for the future of the programme included their children either maintaining, or continuing to grow in confidence. When asked during an interview: "What do you hope [your child] will gain from the programme next year?" one of the parents, provided a response that was mirrored by other parents, who wanted to support and grow their child's confidence:

*The number one thing is to maintain that confidence of hers [Iritana]...  
(Ihaia, Ihaka Whānau)*

Confidence was one of the main focuses of our evaluation, and the *whānau* comments seem to align with this focus. When reviewing the Sistema focus groups however, it was not a main theme in their discussions. Only one Sistema focus group participant, Paul, mentioned confidence. Paul suggested a goal was:

*If young people are given greater confidence and they are wrapped with internal resilience to avoid some of those sneers of adolescence, which has to have an impact on families as well. So I think kids can influence the culture of a family and the resilience of the family as well. Although we are working with 5 and 6 year olds, the hope is that the whole community is impacted by the positive-ness of that confidence and ability to say I can make these decisions and I can achieve.*  
(Paul, Sistema Leadership)

### *Teamwork*

Teamwork was a change that parents had witnessed in their children. In terms of teamwork as an aspiration, Rahera said she wanted:

*Team work for her [daughter] because she is an only child and learning to share and other things with other kids is good because she doesn't have that.*  
(Rangi Whānau)

Waiapi wished for his child to meet new people, and had the aspiration that his son would be:

*Participating and getting along with others even if they're different or not ordinarily kids he may choose to be friends with.* (Witi Whānau)



Figure 18: Handling a violin bow

### *Expanding horizons*

Families mentioned how exciting it was for their children to be broadening their horizons with the Sistema programme. As an aspiration, Linda talked about the programme saying:

*I also want my son to have an open mind about it. You know you are not going to like every song but it is just about pushing through it. I also want him to know why you are learning it. There are lots of reasons and thoughts about why you use all of those things.*

Sistema staff also talked about expanding horizons in relation to the schools. Rawiri believes:

*The bigger picture...is that you are flowing into the social responsibility, the whānau support, those resilience values, perseverance. "And then if we can incorporate a Te Ao Māori view... All that stuff happening and it becomes normalised, then I think you are going to see some huge growth and those kids will filter back onto their own schools with what they are doing. And if they can do that then you have got the leaders of the future.*

### *Contentedness*

In relation to aspirations, a lot of families involved in the programme were happy to just watch the programme evolve. It can be summed up by Mere when asked about her aspirations for her grandchildren:

*No, I think I'm just happy to see how they [children] do. (Marama Whānau)*

### *Transport*

There were some comments mentioned by family and staff members that may help the programme to be more effective. A key comment was related to transport to the programme, with Anahera believing:

*If parents start getting more involved then we can start like a car pool but we dont really get enough parents who stick around. (Akuira Whānau)*

Staff, especially Andrea, has also noticed transport to be a problem for schools and whānau.

*A couple of the schools...have said that getting here is really quite tricky for them. The idea is for them to walk, but have you looked at the weather today? Who would want to send a little kid walking in that?*

### *Life skills*

Overall, *whānau* aspirations for their children also included a number of additional life skills, such as; perseverance (Waiapi), discipline (Anahera), patience (Rahera), listening (Ihaia). Maia, from the Manu *whānau* captured the aspiration of *whānau* succinctly when she said:

*The sky is the limit for what we hope [our child] achieves.*

### **Programme aspirations – by Sistema Staff and Leadership**

Amongst Sistema Staff and Leadership comments about Funding and being an Independent Entity were raised with the evaluators. Before presenting those themes, there was a desire expressed for a comfortable space that could be used by both the staff and the students. During a staff focus group interview Anahera talked about her wish for a staff hub. This was supported by head nodding and ‘mmm hmm’ noises by others:

*The staff hub is a long-term goal, so it feels like a team...would also like that to extend to families so that they feel it is the hub of the programme and feel more like space the families are welcome in rather than just the hallway in a school.  
(Anahera, Sistema Staff)*

### *Funding*

A reoccurring theme within staff and leadership interviews were matters around the amount of funding Sistema received. Andrea was worried:

*Another concern is that we will not get enough funding for professional development and everything. (Sistema Leadership)*

Supporting this sentiment was Paul, who was concerned that:

*If we are only applying to philanthropic trusts...then that is quite a vulnerable space and I question how successful we will be in the long term if that is where we stay. (Sistema Leadership)*

Susan expanded on this in a broader sense, with concerns about the effect this may have on the children:

*The other thing too is that we are dealing with really vulnerable children and so we don't want to start them off on a track and then have it disappear. They have this happen to them a lot so we need to be committed to this so that as long as they want to keep going we need to keep providing. (Sistema Leadership)*

### *An independent entity*

With regards to becoming an independent entity, our observations were consistent across the different stakeholder groups. Becoming an independent entity was shared by some of the Sistema staff members. According to Andrea, the main driver for seeking independence was in response to funding:

*In the future, I hope that [Sistema Waikato] can be its own identity and fundraise its own money and does not have to sit under anyone's umbrella.  
(Andrea, Sistema Staff)*

Andrea's aspiration for Sistema Waikato to become an independent entity were consistent with comments made during different focus group interviews with the Sistema Leadership representatives (ie. Steering Group and the HCCM Board):

*From my point of view we can then access more funding as an independent because it is not coming under their [HCCM] umbrella. We can bring in key people to support us around financials. (Thomas, Sistema Leadership)*

*...My vision is about the kids and their passion... We'll take it as far as we can take it. Whether or not it is associated with HCCM, I'd just like to see it flourish and grow. (HCCM focus group)*

*The vision is to still break away and become a part of a wider network of Sistema's... If that [financial] clunky-ness wasn't there Sistema Waikato and HCCM could fit very comfortably together... (HCCM focus group)*

Thomas mentions wanting to bring other experts in to provide financial advice. In combination with his comment about independence as a desire for more financial control of their budget, there is a suggestion that there are some constraints that were not disclosed to our team. The implied tension around financial matters referred to both Sistema and HCCM.

*...ambivalence with HCCM isn't in fact with HCCM itself, but with the structure that HCCM has to work [within the University structure].... It's harder than it*

*needs to be... The challenge isn't [between] Sistema and HCCM, it's the University back office. (HCCM focus group)*

In light of the consistent comments about seeking to be grow and be independent, the main driver for this changes seems to be in response to the University. Both HCCM and Sistema are working out their own structures to continue delivery without the University infrastructure. Whether HCCM and Sistema Waikato take the step towards independence together or separately was not clear.

## Discussion and Recommendations

Recommendations were developed as a result of our visit to Otara, interviews research we have conducted, and our observations of Sistema Waikato thus far. The recommendations have been separated into sections that reflect the aims of our evaluation, those being; What have stakeholder experiences been thus far with Sistema Waikato, What are the barriers to Sistema achieving the best possible outcome and, What needs to stay the same or change in Sistema?

### *What have stakeholder experiences been thus far with Sistema Waikato?*

Sistema Staff and Leadership were in a process of adjustment as they worked out the nature of the programme delivery. On the other hand, families were happy that their children had the opportunity to participate in the Sistema Waikato programme, and were content to see how the programme evolved and continued to support their child(ren)'s development. Stakeholders spoke about a range of experiences, these included; children's ignited interest in new instruments, the opportunity for *whānau* to use music within the home, and the development of life skills they have witnessed in their children.

### New instruments

Sistema Waikato ignites children's interests in orchestral and other musical instruments. Engagement with this programme gives children the opportunity to learn a variety of skills, and have the confidence to show an active interest in learning new skill sets. Thus far in the programme, children and their families have talked about the interest sparked in learning other instruments (piano, guitar). Sistema's intention to grow its delivery means that the introduction of other instruments, and their purchase, or redirection to HCCM will need to be considered.

#### **Recommendation**

Sistema Waikato continue with its efforts to encourage children's interest and awareness of, and enthusiasm for, new instruments. Although the programme may not currently teach a variety of instruments, an opportunity to affirm connection to HCCM classes is presented. We encourage Sistema to explore ways to share their knowledge and appreciation of other orchestral instruments.



## **Music as a family**

Sistema Waikato gives families a reason to positively engage with their children about their learning. Such learning is not tied to national standards measures about literacy and numeracy, but rather about the love of music. *Whānau* conversations have described families using music as an activity to make daily routines (such as teeth and hair brushing, bedtime) more enjoyable, or as a way to spend quality time together.

### **Recommendation**

Sistema Waikato highlight the influence that music can have within the family and community by encouraging families to share their stories, which are then shared to the communities involved.

## **Life skills**

Few Sistema staff mentioned confidence, while *whānau* repeatedly commented on the growth of self-confidence and self-esteem for their child/children engaged with the Sistema programme. *Whānau* spoke about confidence as a behaviour that has developed in their children, as well as an aspiration for the future. Similar skills such as: teamwork and expanding horizons/future aspirations are relevant to life skills. If Sistema staff are to remain focused on social development in the children involved in the programme, as well as for their families and community, then these should be essential to its design.

### **Recommendation**

Sistema continue to emphasize its focus on non-musical attributes (such as confidence, self-esteem, teamwork and expanding horizons) as they are some of the key observations and aspirations that *whānau* have of their children involved in the Sistema programme.

## ***What are the barriers to Sistema achieving the best possible outcomes?***

The major barrier identified during these first few months of delivery has been in regards to funding. The identified need for more budget would alleviate some of the factors that were impacting on potential opportunities to enhance delivery; such as: non-teaching activities, becoming an independent entity and regular evaluations.

### **Funding staff non-teaching activities**

An aspiration for the programme is to be a hub in which families and staff have space to communicate and feel welcome. Sistema staff members talked about their frustrations and concerns about a lack of funding to allow effective planning and debrief to take place amongst staff.

#### **Recommendation**

Focus and emphasis needs to be placed on resourcing staff (through funding their non-teaching time) so that quality energy can be directed towards programme planning and implementation.

### **Independent entity**

There is a commonly held belief (from Sistema Governance, Leadership and Staff) that Sistema Waikato should become an independent entity. While the extent to which each group perceived Sistema Waikato independence varied; the desire, momentum, and commitment to make the first step towards establishing its own identity was fully supported. Establishing the parameters of the break-away from HCCM or the University in a staged process will need to be negotiated to untangle the levels and layers of support that have been provided thus far. Doing these activities will require planning and resources on behalf of Sistema Waikato.

#### **Recommendation**

Sistema Waikato follow through its intentions to actively engage in establishing itself as an independent agency. Negotiation of staged withdrawal from HCCM and/or the University will need to take place. And in becoming its own group Sistema Waikato will have the opportunity to thrive even more.

### **Volunteers**

Sistema is lauded as a programme that works with children, their families, and the community. With that in mind, feedback from staff have indicated a difficulty in finding a place for volunteers; and many families feeling conflicted about whether they are invited or not to help with the programme.

### Recommendation

Sistema Waikato makes a concerted effort to espouse to families the principles of the programme, and celebrate *whānau* who are involved in the programme.

### Evaluation budget

Due to the lack of access to a budget for a significant period of our evaluation, we had to extend our data collection and analysis timeframe, which in turn postponed the completion of our report. This resulted in additional time and work obligations on our behalf, as well as a belated report delivery to our stakeholders.

### Recommendation

We recommend that evaluations be done annually, and money set aside in budget for them. This is to confirm that the programme is meeting its responsibilities to its children, *whānau*, and communities, as well as to ensure the future evolution of the programme over time.

### *What needs to stay the same or change in Sistema?*

Processes such as the transition from a cardboard cut-out to a real violin are working for Sistema Waikato, so do not need to be changed. Comments from stakeholders identify some areas that they perceive could benefit from change; examples include: including more New Zealand cultural references, promoting ways for *whānau* to remain engaged and, including relevant representatives (such as cultural and community) on to the Steering Group.

### Transition

The staged transition from cardboard violins, to MDF boards and then finally to real violins has been well received by *whānau*. Children have learnt to care for a real violin, and still maintain a sense of pride in the cardboard violin they first decorated. *Whānau* talked about how the children still used and cared for their cardboard violins even after being given real ones. Waiting for the real violins also meant that the children were able to have a goal to strive towards, and something to look forward to as the programme continued.

### **Recommendation**

Sistema Waikato maintain the staged process where children go through graduation stages and progress towards the use of real violins. This instils a sense of pride through progression and will provide visible targets for new children to the programme.

## **Culture**

The adaptation of music options to a New Zealand context was met with mixed feelings by staff and families of Sistema. There is a desire by families for the inclusion of a variety of cultural music. Families were also hopeful that the instrument options would grow also.

### **Recommendation**

Sistema Waikato includes more New Zealand cultural references and music influences. Accordingly, the incorporation of cultural options from different children and staff involved in the programme.

## **Resourcing *whānau***

*Whānau* were content to remain involved and watch where the programme grows in the future. With that in mind families of children that attended schools other than Nawton (Crawshaw, Rhode Street and Forest Lake) were hopeful that transport would be available with travel to/from their local area to the Sistema programme.

Analysis of the household income from the returned surveys highlighted that many of the families engaged with Sistema are from low-income households. The provision of snacks at the After School programme and food at the Holiday Programme was greatly appreciated by families that have limited resources. Comments from *whānau* during the interviews appreciated that their children were fed and hoped that this would continue.

### **Recommendation**

Resourcing *whānau* will support children's engagement. Look at options to resource *whānau* through the provision of transport to and from the local school to Sistema (Nawton). The programme is going to grow, and resources designated to support *whānau* with limited resources will help them to ensure their children can remain engaged with Sistema.

### Steering Group

Recent change to the Steering Group membership and focus has yielded positive results to governance of the programme. Comments from leadership and *whānau* suggest that it is time to again look at the Steering Group membership. Sistema leadership and some *whānau* acknowledged the lack of parental engagement in the programme, some staff were not sure how *whānau* could be more engaged. For Sistema to connect with its community representation by all of the different stakeholders groups, consideration should be with the Steering Group.

#### **Recommendation**

That the Steering Group include representatives from the cultural and community groups that are a key part of the Sistema programme. Especially important is the recruitment and engagement of parents as stakeholders of Sistema who represent their children's interests.

## References

- Brace, I. (2008). *Questionnaire design: How to plan, structure and write survey material for effective market research* (2nd ed.) Kogan Page, London.
- Coolican, H. (2014). *Research methods and statistics in psychology* (6<sup>th</sup> ed.). Psychology Press: East Sussex, UK.
- Dahlberg, L., & McCaig, C. (2010). *Practical research and evaluation: A start to finish guide for practitioners*. Sage: Beverly Hills, CA.
- Doughty, C., & Samson, T. (2005). *The effectiveness of service user-run or service user-led mental health services for people with mental illness: A systematic literature review*. Mental Health Commission: Wellington, New Zealand.
- Hamilton Community Centre of Music, (February, 2014). *Sistema Waikato*. Hamilton Community Centre of Music: Hamilton.
- McKegg, K., Wilson, D., Goodwin, G., Black, X., Sauni, P., Toumu'a, R., Middleton, S., & Hanna, K. (2012). *Evaluation of Sistema Aotearoa*. Institute of Public Policy: AUT University, Auckland.
- McLaughlin, M. (1987). Implementation realities and design. *Evaluation Studies Review Annual*, 12, pp 73-97.
- Moewaka Barnes, H.M., & Te Rōpū Whāriki. (2009). *The evaluation hikoi: A Māori overview of programme evaluation*. Te Rōpū Whāriki, Massey University Auckland
- Mueser, K., Glynn, S., Corrigan, P., & Barber, W. (1996). A survey of preferred terms for users of mental health services. *Psychiatric services*, 47, pp760-761.
- Murray, M. (2000). Levels of narrative analysis in health psychology. *Journal of Health Psychology*, 5 (3), p337-347.
- Murray, M. (2003). Narrative psychology and narrative research. In P.M. Camic, J.E Rhodes & L. Yardley (eds.). *Qualitative research in psychology: Explaining perspectives in methodology and design*. (pp.111-131). American Psychological Association Books: Washington DC.
- Patton, M.Q. (1979). Evaluation of programme implementation. *Evaluation Studies Review Annual*, 4, pp318-345.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2<sup>nd</sup> ed.) Sage Publications: Thousand Oaks, CA.
- Patton, M. (1997). *Utilization-focused evaluation: The new century text* (3rd ed.). Thousand Oaks, CA: Sage.
- Rezmovic, E.L. (1984). Assessing treatment implementation amid the slings and arrows of reality. *Evaluation Review*, 8, pp187-204.

- Scottish Government. (2011). *Evaluation of Big Noise, Sistema Scotland*. Author: Scotland. Retrieved from: <http://www.gov.scot/Resource/Doc/345409/0114922.pdf>. Retrieved November, 2015. Also available at: [www.scotland.gov.uk/socialresearch](http://www.scotland.gov.uk/socialresearch).
- Sistema Waikato. (no date). *Sistema Waikato Project Plan Summary*. Author: Hamilton.
- Te Pou. (2015). *Service user, consumer and peer workforce: A guide for planners and funders*. Retrieved from: <http://www.tepou.co.nz/uploads/files/resource-assets/service-user-consumer-and-peer-workforce-guide-for-planners-and-funders.pdf> Retrieved on 5 January 2016.
- Trinick, R., & McNaughton, S. (2013). *Independent Evaluation of the Music Learning Outcomes in the Sistema Aotearoa Programme. A Technical report prepared for the Auckland Philharmonia Orchestra*. Faculty of Education: University of Auckland.
- Tunstall, T. (2012). *Changing lives: Gustavo Dudamel, El Sistema, and the transformative power of music*. W.W. Norton: New York, NY.
- Tunstall, T. (2013). Another perspective: El sistema-a perspective for north american music educators/things to remember about el sistema: A response to "El Sistema-A perspective for north american music educators". *Music Educators Journal*, 69.
- Vassar, M., Wheeler, D., Davidson, M., & Franklin, J. (2010). Program evaluation in medical education: An overview of the utilization focused approach. *Journal of Education Evaluation for Health Professionals*, 7(1), 1-3.
- Waa, A., Holibar, F., & Spinola, C. (1998). *Programme Evaluation: An introductory guide for health promotion*. Alcohol & Public Health Research Unit, Auckland University.
- Wadsworth, Y. (2010). *Building in research and evaluation: Human inquiry for living systems*. Allen & Unwin; New South Wales, Australia.
- Wolf, D., Branson, J., & Denson, K. (2007). *More than measuring: Program evaluation as an opportunity to build the capacity of communities*. Retrieved from: [http://wolfbrown.com/images/books\\_reports/documents/MoreThanMeasuring.pdf](http://wolfbrown.com/images/books_reports/documents/MoreThanMeasuring.pdf) Retrieved on 25th January 2016.



## Appendices

Appendix 1: Photo voice consent form

Appendix 2: Sistema programme survey

Appendix 3: Recruitment information flier

Appendix 4: Stakeholder interview schedules

Appendix 5: *Whānau* interview consent form

Appendix 6: Sample of information for the evaluation

## APPENDIX 1: PHOTO VOICE CONSENT FORM

A completed copy of this form should be retained by both the researcher and the participant.

**Research Project:** External Evaluation of Sistema Waikato (Photo voice)

Please complete the following checklist. Tick (✓) the appropriate box for each point.	YES	NO
1. I have been given sufficient time to consider whether or not to participate in this study		
2. I am satisfied with the answers I have been given regarding the study and I have a copy of this consent form.		
3. I give permission for the photos to be used in the report or for further use regarding the study.		
4. I know whom to contact if I have any questions about the study in general.		
5. I understand that my follow up discussion regarding the photos will be recorded and that my family and I could possibly be identifiable due to the use of the photos in the research project.		
6. I have received a device to take photos and agree to talk about the photos in the follow-up photo voice discussion.		
7. I agree to take responsibility for the device until the photo voice discussion.		
8. I understand that if I break or lose the device before a photo voice discussion I will be liable to repay the cost (\$39).		
9. After the photo voice discussion I will take full possession of the device.		
10. I have read a copy of my interview and am satisfied with the information contained in within.		

If I have any concerns about this project, I may contact the Principal Investigator Bridgette Masters-Awatere (email: [bridge@waikato.ac.nz](mailto:bridge@waikato.ac.nz), DDI: 837 9228) or the Convenor of the Psychology Research and Ethics Committee (Dr James McEwan, Tel: 07 837 9209, email: [jmcewan@waikato.ac.nz](mailto:jmcewan@waikato.ac.nz))

### Declaration by participant:

I agree to participate in this research project.

Participant's name (Please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Declaration by member of research team:

I have given a verbal explanation of the research project to the participant, and have answered the participant's questions about it. I believe that the participant understands the study and has given informed consent to participate.

Researcher's name (Please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX 2: Waikato Sistema Programme - Survey

### 1. How did you find out about Sistema Programme?:

- ☐ Internet      ☐ Word of Mouth      ☐ School newsletter      ☐ Newspaper  
☐ Your Child      ☐ Community Meeting      ☐ Hamilton Community Centre of Music  
☐ Teacher or Principal

### 2. Main reasons you chose to be involved with Sistema:

- ☐ Want child to learn an instrument      ☐ Tutor      ☐ Employment      ☐ Child Care  
☐ No monetary costs involved      ☐ Like the Philosophy      ☐ Participation  
☐ Other \_\_\_\_\_

### 3. Areas Sistema are doing well:

- ☐ People      ☐ Passion to make a difference      ☐ Community      ☐ Philosophy      ☐ Approach  
☐ Time      ☐ Responsibility      ☐ Engagement with Children      ☐ Engagement with families  
☐ Communication      ☐ Venue      ☐ Resources      ☐ Other \_\_\_\_\_

### 4. Areas Sistema can improve:

- ☐ People      ☐ Passion to make a difference      ☐ Community      ☐ Philosophy      ☐ Approach  
☐ Time      ☐ Responsibility      ☐ Engagement with Children      ☐ Engagement with Families  
☐ Communication      ☐ Venue      ☐ Resources      ☐ Other \_\_\_\_\_

### 5. Would you like to be involved more with Sistema than you already are:

- ☐ No      ☐ Yes If yes, how \_\_\_\_\_

### 6. How are you involved in Sistema?:

- ☐ School Teacher      ☐ Tutor      ☐ Parent      ☐ Guardian      ☐ Sistema Staff      ☐ Extended Family Member

EVERYONE, PLEASE TELL US

### 7. Your Ethnicity:

- ☐ Māori      ☐ New Zealand European      ☐ Samoan      ☐ Cook Island Māori  
☐ Tongan      ☐ Niuean      ☐ Chinese      ☐ Indian      ☐ Other \_\_\_\_\_

### 8. Household Income:

- ☐ Less than \$10,000      ☐ \$10,001-\$20,000      ☐ \$20,001-\$35,000      ☐ \$35,001--\$50,000  
☐ \$50,001-\$70,000      ☐ \$70,001-100,000      ☐ \$100,001-150,000      ☐ \$150,001 or more

FOR PARENTS, GUARDIANS, and EXTENDED FAMILY MEMBERS ONLY

### 9. School your Child Attends:

- ☐ Nawton      ☐ Crawshaw      ☐ Rhode St      ☐ Forest Lake

### 10. The School Year of Your Child:

- ☐ Year 0      ☐ Year 1      ☐ Year 2 or above

### 11. Gender of your Child:

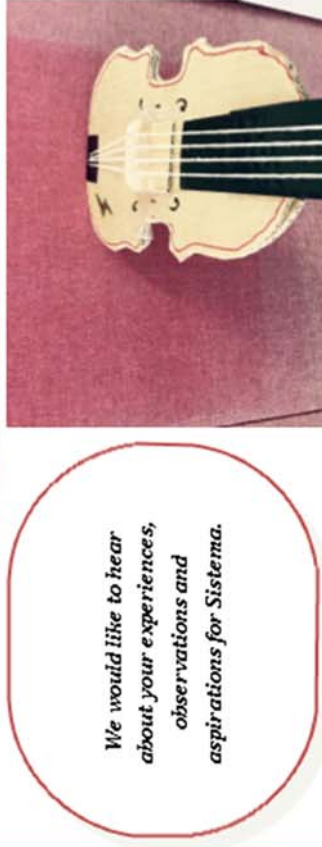
- ☐ Male      ☐ Female

### 12. Would you be willing to participate in a *whānau*/family interview:

- ☐ Yes      ☐ No

If yes, then what is the best way to contact you? \_\_\_\_\_

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS SURVEY



Who the research team are, and how you can contact us, if you don't see us:

Makarita Tangitu-Joseph: (email)

(mob)

Julliana Brown: (email)

(mob)

Bridgette Masters-Awatere: (email)

(DDI)

# Evaluation of Sistema Waikato

Hamilton Community Centre for Music (HCCM) have asked a team from the University of Waikato to compile the stories of families, staff, and the Steering Group (which includes the Principals from the 4 schools involved) about their observations, experiences and aspirations for Sistema Waikato. In order to get an idea of what's happening, over the next 5 months we will be:

- Travelling to Otara to see how they do things there,
- Helping out at the after school and holiday programmes,
- Speaking to the Steering Group Members and Sistema staff,
- Running a survey that parents can complete online or in hardcopy,
- Hoping to interview 20 families, and
- Writing a report that includes recommendations for Sistema

If you would like to know more, or have any questions, please feel free to contact us.



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

## APPENDIX 4: STAKEHOLDER INTERVIEW QUESTIONS

### WHĀNAU/FAMILY INTERVIEW SCHEDULE

1. Tell us about your experiences and observations of Sistema?
  - Queries
  - Concerns
  - Felt supported/engaged
  - What you liked/didn't like
2. Would you like your child to participate again next year?
  - If yes, what do you hope they will gain?
  - If no, what do you think they are not getting?
3. How has your child changed as a result of the programme?
  - Attitudes/ behaviours
  - Any positive/negative observations
  - At home and/or at school
  - Community
  - What impact has your child's participation made to your family dynamics?
4. What are your aspirations for Sistema?
  - Access for you and your family
  - Venue/time
  - Different instruments/resources
  - Cultural inclusion
  - Staff/teaching programme

### PHOTO DISCUSSION

5. Can you tell us about the photos you have taken?
  - Introduce people
  - Describe the scene
  - Reason they decided to take this picture
  - How this relates to their child/Sistema/music/aspirations

## **APPENDIX 5: FOCUS GROUP INTERVIEW - STEERING GROUP**

1. What impact do you HOPE the programme will have on the students?
  - Positive/negative
  - Their families
  - Your school
  - The wider community
  - Has the programme lived up to/met your expectations
2. What role do you think the different stakeholders play in the programme?
  - Families
  - Schools/teachers/principals
  - Communities
  - Tutors
  - Sistema staff
  - Additional roles/jobs that would add value to the Sistema programme.
3. What are your aspirations for the Sistema programme?
  - How to make it easier for yourselves and your school
  - Your students and their families
  - Cultural inclusion
  - Venue/time/staff/volunteers/transport
  - Different instruments/resources/funding
  - Holiday programme
4. Please share with us any other comments or stories you might have in regards to the programme.

## **FOCUS GROUP INTERVIEW - TUTOR/STAFF**

1. Tell us about your experiences and observations of the Sistema programme?
  - Why you chose to apply for the position staff/tutor/admin
  - What were your expectations of Sistema
  - Felt supported/engaged
  - What you liked/didn't like
  - Queries/concerns
2. How involved were you in the development of the Waikato Sistema programme?
  - Experience/training prior
  - Cultural awareness
  - Was it useful?
  - Additional training that would be helpful?
3. What role do you think the different stakeholders play in the programme?
  - Families
  - Schools/teachers/principals
  - Communities
  - Sistema staff
  - Additional roles/jobs that would add value to the Sistema programme.
  - Relationships between each stakeholder
4. What aspirations do you have for the Waikato Sistema programme?
  - How to make it easier for you
  - Your students and their families
  - Venue/time/staff/volunteers/transport
  - Different instruments/resources/funding
  - Holiday programme
  - Music programme/framework
  - Culture
5. What changes have you noticed thus far in the programme?
  - in the children/families/School/Steering Group/HCCM Board/other staff
  - Positive/Negative
  - Relationships (staff/other children/families)



## APPENDIX 5: WHĀNAU CONSENT FORM

A completed copy of this form should be retained by both the researcher and the participant.

### RESEARCH PROJECT: External Evaluation of Sistema Waikato

Please complete the following checklist. Tick (✓) the appropriate box for each point.	YES	NO
11. I have read the Information Sheet (or it has been read to me) and I understand it.		
12. I have been given sufficient time to consider whether or not to participate in this study		
13. I am satisfied with the answers I have been given regarding the study and I have a copy of this consent form and information sheet		
14. I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study without penalty		
15. I have the right to decline to participate in any part of the research activity		
16. I know who to contact if I have any questions about the study in general.		
17. I know my interview will be recorded and, I agree.		
18. I understand that my participation in this study is confidential and that no material, which could identify me personally will be used in any reports on this study without my express permission.		
19. I wish to receive a copy of the report once it is completed		

#### Declaration by participant:

I agree to participate in this research project and I understand that I may withdraw at any time. If I have any concerns about this project, I may contact the convenor of the Psychology Research and Ethics Committee (Dr James McEwan, Tel: 07 837 9209, email: [jmcewan@waikato.ac.nz](mailto:jmcewan@waikato.ac.nz))

Participant's name (Please print):

Signature:

Date:

#### Declaration by member of research team:

I have given a verbal explanation of the research project to the participant, and have answered the participant's questions about it. I believe that the participant understands the study and has given informed consent to participate.

Researcher's name (Please print):

Signature:

Date:

## **APPENDIX 6: INFORMATION SHEET EXAMPLE**

### **SISTEMA MUSIC PROGRAMME: INFORMATION SHEET (SAMPLE)**

#### **What is the purpose of this project?**

The aim of this evaluation is to collect stories from the different people involved in Sistema and write a report about the ways that Sistema Waikato makes a contribution to developing children, their families and wider communities through music.

#### **Why am I being asked to participate?**

We are inviting a range of people involved with the children in the Sistema programme 2015. By hearing about your experiences, observations, comments or queries we will produce an evaluation report focused on maintaining the good, improving the not-so-great, with an eye on a Sistema programme for the future.

#### **What will I be expected to do?**

We have invited everyone involved in Sistema to complete a survey. Those who feel they have more to share are invited to participate in a focus group interview at a time that is convenient. The interview would be in a private room either at Nawton Primary School (where Sistema is delivered) or Hamilton Community Centre of Music. We anticipate the focus group discussion will take two hours.

#### **What will I be asked in the interview?**

We are interested in hearing your views and experiences of Sistema, specifically:

- Your expectations, observations and experiences of Sistema
- Your goals and aspirations for the children while in Sistema
- Any changes you have noticed in the children/families at school or the wider community
- Any suggestions you have for Sistema

#### **What will happen to the information that I share?**

With your permission, we will audio record our conversation. If at any time you feel uncomfortable giving a response you can reframe from answering. There are no wrong answers. You are welcome to rejoin the conversation when you feel ready. A summary of the focus group discussion will be incorporated into our analysis.

All consent forms and information obtained will be kept securely at the University of Waikato three years after the evaluation has been completed, at which point all data will be destroyed.

Unless you state otherwise, your name will not be linked to the information you provide that is presented in the report. We will also omit/change any specific names, places, or obvious events that would identify you.

Our evaluation will become publically accessible through the University of Waikato Research Commons (see <http://researchcommons.waikato.ac.nz/>). After the evaluation is complete, the findings may be used to publish articles in journals for practitioners and researchers.

### **What are my rights?**

Your participation in this evaluation is voluntary. You are free to answer only those questions you are comfortable answering. Because this is a focus group discussion it will not be practical to remove your information from our analysis.

If you decide to participate, you have the right to:

- The protection of your privacy and anonymity throughout and after the research process
- Decline answering questions that you do not wish to answer
- Request a summary of the research
- Contact any of the research team to ask for more information, or ask any further questions you may have about the study

### **Is this research ethical?**

The research team is committed to upholding high ethical standards. This evaluation has been reviewed by the Human Research and Ethics Committee in the School of Psychology at the University of Waikato. The project received approval on 4<sup>th</sup> of August 2015 for a period of 3 years.

If you have any concerns about this project, you can contact one of the research team members. You can also contact the Convenor of the Psychology School Research and Ethics Committee – Dr James McEwan by phone DDI: 07 837 9209 or email: [jmcewan@waikato.ac.nz](mailto:jmcewan@waikato.ac.nz)

### **Who are the researchers?**

The three researchers in this team are involved with the School of Psychology at the University of Waikato. **Juliana Brown** is a post-graduate student. **Makarita Ngapine Tangitu-Joseph** is an undergraduate student. **Bridgette Masters-Awatere** is a staff member and the Research Leader. Our contact details are:

Juliana Brown (Researcher)	XXXXX
Makarita Ngapine Tangitu-Joseph (Researcher)	XXXXX
Bridgette Masters-Awatere (Research Leader)	XXXXX

Thank you for your consideration. You are welcome to contact any of us for further information regarding this project. We look forward to hearing from you.



